ENGLISH FOR TODAY

Dakhil Class Seven

NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

Prescribed by the National Curriculum and Textbook Board as
a textbook for Dakhil class seven from the academic year 2013.

ENGLISH FOR TODAY

Dakhil

Class Seven

Revised for the year 2025

NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

Preface

The importance of formal education is diversified. The prime goal of modern education is not only to impart knowledge but rather to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of developing a society that is free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education as per the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organisation also works to review and revise the curriculum, textbooks, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

Due to globalization, rapid communication, and digitalization, the need and importance of English is increasing. English is one of the powerful tools for pursuing higher study, using technology, developing interpersonal communication, and accessing local and global job markets. The curriculum makes it explicit that language learning will be graded and contents will replicate real-life contexts to enhance language learning for communication. The English For Today textbooks have been developed to help students attain communicative competence in English with particular attention to the development of the four language skills i.e. listening, speaking, reading and writing.

It may be mentioned here that the textbook has been reviewed and revised for the academic year 2025. It is mentionable here that the last version of the textbook developed according to the curriculum 2012 has been taken as the basis. Meticulous attention has been paid to the textbook to make it more learner-friendly and free from errors. However, any suggestions for further improvement of this book will be appreciated·

Finally, I would like to thank all of those who have contributed to the book as writers, editors, reviewers, illustrators and graphic designers.

October 2024

Prof. Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

CONTENTS

Unit one
Attention, please

Learning outcomes

After we have studied this unit, we will be able to

- follow instructions, commands, requests, announcements and act accordingly
- use sounds, stress and intonation
- ask and answer questions

Lesson 1: In the classroom

A Listen and say.

Teacher : Assalamu alaikum. Welcome everybody.
Students : Walaikum assalam , sir.
Teacher : Are you ready for the class?
Students : Yes, sir.
Teacher : Have you got your new books?
Students : Yes, sir, we have.
Teacher : Good! Please remember to bring your English book every day. And speak English with me and with your classmates.

B Read the conversation and act it out in pairs. Discuss this question with your partner.

What does the sir ask the students to do?

C Now answer these questions.

1 Do you speak English with your sir? If you do, when and how often?
2 Do you speak English with your friends and classmates? If so,How often?
3 If you speak English outside the class, where do you speak it?
4 Do you watch any English programmes on TV? What programmes do you watch?

Lesson 2: Outside Madrasah

A Listen and read these short conversations.

1 Fahim : Can I borrow your pen, please?
Tamim : Yes, of course you can. Here you are.

2 Radif : Could you please help me with my maths?
Rahin : Sorry, I can't. I'm not good at maths.

3 Sister : Would you turn the television off ? I'm doing my homework.
Brother : Sorry, I didn't notice that. Please go on with your studies.

B Complete these dialogue's using suitable words.

1 A: _________ you lend me your English book for a day?
B: Sorry, I _________. I need to read it tonight.

2 A: Could you give me 50 taka?
B: Sorry, I __________.I have only 20 taka with me.

3 A: ____________ you give me your calculator, please?
B: Yes, ____________ . ____________.

4 A: _________ you get me a notebook and a ballpen from the stationer's?
B: Yes. Of course, I ____________ .

5 A: Can you put my box in the car, please?
B: Yes,__________ . I will.

C Make requests using the clues.

1 You want someone to help you with the washing.
2 You want someone to give you change for a one hundred taka note.
3 You want someone to wait a minute.
4 You want someone to carry your bag.
5 You want someone to call you a rickshaw.

Lesson 3 : In the house

Key words : mop (v), mop (n), detergent

A Listen and read the dialogue.

Mother : Reza, will you come here, please?

Reza : Yes, Maa

Mother : Look. The kitchen is very untidy. I want to make it neat and tidy. Would you give me a hand?

Reza : Sure.

Mother : Could you take the pots and plates from the table and put them in the cupboard?

Reza : OK.

Mother : First I'll sweep the floor. Will you bring me a broom, please?

Reza : Here it is.

Mother : Thank you. Now I'm going to mop the floor. Could you get me a mop and bucket and some detergent?

Reza : No problem. Here they are.

Mother : Thanks, dear.

Reza : Welcome.

B Act out the dialogue.

C Match the sentences in column A with suitable answers in column B. Some answers in B may match more than one question.

A	B
1 Would you read the shopping list?	a) Certainly, I'll do it.
2 Will you go to the market, please?	b) Why? Rina is watching.
3 Will you buy me one litre of cooking oil, please?	c) No, thanks. I have enough with me.
4 Would you buy me some rice?	d) Yes, I'll.
5 Would you need some money?	e) Sorry, I can't. I've left my glasses in the study.
6 Would you like some tea?	f) Yes, I'd love to.
7 Will you switch on the TV, please?	g) What for?
8 Would you tell her to watch TV at 10 pm?	h) OK. How much?

Now make dialogues using the table and act it out.

D Suppose your friends/relatives are coming to visit you. Write a dialogue between you and your brother/ sister on making your room. You can use words from the box.

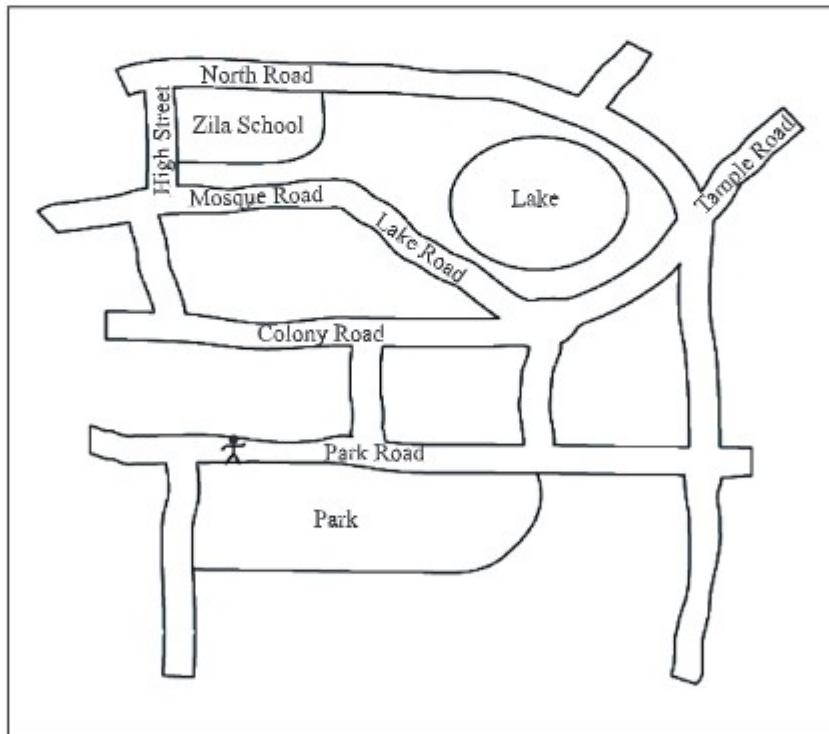
take out	bring	push	move	hang (some pictures)

Lesson 4: In the street

Key word : crossroads

A Listen and read.

Asif : Excuse me! Could you tell me the way to the railway station, please?

Passer-by : Oh, it's not very far. Go along this street and you'll come to a big crossroads. Turn left. Go along about two hundred metres, and you will see a tall building. Go past and the station is on the right.

Asif : Go along---come to crossroads---turn left---go about two hundred metres-tall building --station on the right. Thank you very much.

Passer-by : It's OK.

Note	: 'Excuse me' is a polite way of drawing somebody's attention. 'It's OK': You can also say, 'You're welcome'.

B Look at the map. Suppose you are now on Park Road and you want to go to Mosque Road or Zilla School. Ask your partner how you can go there. Start like this:

S1: Excuse me. How can I go to Mosque Road?
S2 : Oh, it's quite far ....

C Work in pairs. Ask for and give directions to a place in your own upazila, town or city.

D Listen and practise saying these words.

station **buil**ding **cross**roads

2025

Lesson 5: At a bookshop

A Look at the picture and answer these questions.

1 What is it?

2 Where can you find it?

3 Is there a bookshop near your house or madrasah or in your upazilla /town? Tell us about it.

4 Can you guess what the people in the picture are talking about?

B Listen to the teacher / CD and answer the following questions.

Listening text: 1

1 What do you mean by 'in stock' and 'out of stock'?
2 Who are talking in this conversation?
3 Where is the conversation taking place?
4 How many books does the student want?
5 What books does he want to buy?
6 How much do the books cost?

C Work in pairs. One of you is a *customer* and the other is a *shop assistant.*

The following dialogue is not in the right order. Write the dialogue in correct order and act it out.

a Thanks
b Hello. Can I help you?
c Yes. An eraser too.
d Fifteen taka, please.
e Here you are.
f Sure. Anything else?
g Here is the money.
h How much?
i Can I have a pencil?

Lesson 6: In a restaurant

A Answer these questions.

1 Have you ever eaten at a restaurant? If yes, where, when and who with?

B Listen to the teacher / CD and answer the following questions.

Listening text: 2

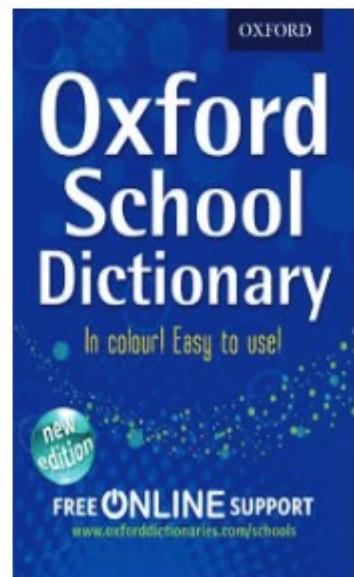
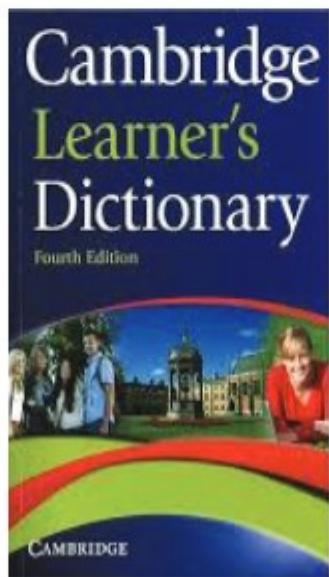
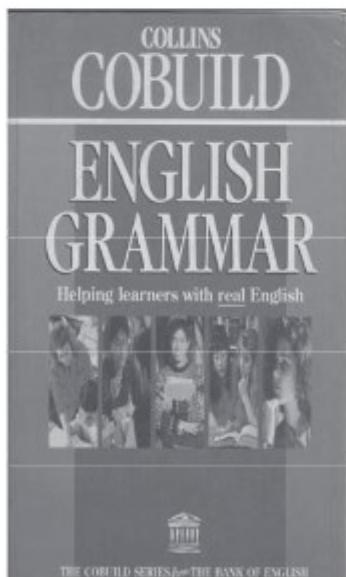
1 How many people are sitting at the corner table?
2 How many menus does the waiter bring them?
3 Why does Tuhin ask for a menu?
4 What is the waiter ready for?
5 How many items of food have they ordered?
6 Who wants some chips? How many of them will eat ice-cream?
7 Why does Mr Khan like mineral water, not any soft drinks?

C Work in pairs. Write a dialogue between a waiter and a customer in a restaurant, giving and taking orders for the following food items. When you finish writing, act out the dialogue.

rice, fish curry, dal, vegetables, fresh juice and mineral water

Lesson 7: At a railway station

A Listen to the teacher / CD for the announcement at a railway station and answer the following questions.

Listening text: 3

Questions

1 What is the announcement for?

2 Where is the train going?

3 What platform will the Subarna Express stand at?

4 Where can the passengers buy their tickets?

5 Why should a passenger not travel by train without a ticket?

6 Where are the passengers asked to wait to get on the train?

7 What are the passengers asked to do to get to the platform?

B Write a similar announcement for the passengers of a luxury bus at a bus station. Give the passengers necessary instructions, including departure and arrival times, place and time for lunch break, etc. in the announcement.

Unit two

My study guide

Learning outcomes

After we have studied this unit, we will be able to

- look up words in a dictionary
- read and understand the table of content pages

Lesson 1: Find your word

A Read the dialogue.

Teacher	: Students, do you have a dictionary?
Rupa	: Yes, miss, I have one.
Abdullah	: I have one too.
Teacher	: Do you know how to look up a word in a dictionary?
Rupa	: Not really. It often takes a long time to find the meaning of a word in a dictionary.
Teacher	: How about you, Abdullah?
Abdullah	: Same with me. I often get confused. So many words, so many signs, ooh!
Teacher	: It's because you haven't learned how to look up a word quickly in a dictionary.
Rupa, Abdullah	: How can we do it, teacher?
Teacher	: Ok, let's start with a page from a dictionary.

B Look at a dictionary page.

Bb

B /biː/ *noun, symbol*

■ *noun* (also **b**) (*pl.* **B's**, **b's** /biːz/) **1** [C, U] the second letter of the English alphabet: *'Butter' begins with (a) B/'B'.* **2** (**B**) [C, U] (*music*) the 7th note in the scale of C MAJOR **3** (**B**) [C, U] the second highest mark/grade that a student can get for a piece of work: *She got (a) B in/for History.* **4** (**B**) [U] used to represent the second of two or more possibilities: *Shall we go for plan A or plan B?* **5** (**B**) [U] used to represent a person, for example in an imagined situation or to hide their identity: *Let's pretend A meets B in the park.*—see also B-ROAD **IDM** see A

■ *symbol* used in Britain before a number to refer to a particular secondary road: *the B1224 to York*

b. *abbr.* born: *Emily Clifton, b. 1800*

BA (*BrE*) (*AmE* **B.A.**) /ˌbiː ˈeɪ/ *noun* the abbreviation for 'Bachelor of Arts' (a first university degree in an ARTS subject): *to be/have/do a BA* ◇ (*BrE*) *Darren Green BA*

baa /bɑː/ *noun* the sound made by sheep or LAMBS ▶ **baa** *verb* [V] (**baa·ing**, **baaed** or **baa'd**)

bab·ble /ˈbæbl/ *noun, verb*

■ *noun* [sing.] **1** the sound of many people speaking at the same time: *a babble of voices* **2** talking that is confused or silly and is difficult to understand: *I can't listen to his constant babble.* **3** the sounds a baby makes before beginning to say actual words—see also PSYCHOBABBLE

■ *verb* **1** ~ (**away/on**) to talk in a quick and excited way that is difficult to understand: [V] *They were all babbling away in a foreign language.* ◇ *I realized I was babbling like an idiot.* [also V **speech**, VN] **2** [V] to make the sound of water flowing over rocks, like a stream: *a babbling brook*

babby /ˈbæbi/ *noun* (*pl.* **-ies**) (*BrE, dialect*) a baby

babe /beɪb/ *noun* **1** (*old use*) a baby **2** (*slang*) a word used to address a young woman, or your wife, husband or lover, usually expressing affection but sometimes considered offensive if used by a man to a woman he does not know: *What're you doing tonight, babe?* **3** (*informal*) an attractive young woman **IDM** **a ˌbabe in ˈarms** (*old-fashioned*) a very small baby that cannot yet walk—more at MOUTH *n.*

babel /ˈbeɪbl/ *noun* [sing.] (*written*) the sound of many voices talking at one time, especially when more than one language is being spoken **ORIGIN** From the Bible story in which God punished the people who were trying to build a tower to reach heaven (the **tower of Babel**) by making them unable to understand each others' languages.

ba·boon /bəˈbuːn; *AmE* bæˈb-/ *noun* a large African or Asian monkey with a long face like a dog's

baby /ˈbeɪbi/ *noun, adj., verb*

■ *noun* (*pl.* **-ies**) **1** a very young child or animal: *The baby's crying!* ◇ *a newborn baby* ◇ *My sister's expecting a baby.* ◇ *She had a baby last year.* ◇ *a baby boy/girl* ◇ *baby food/clothes* ◇ *a baby monkey/blackbird* **2** (*informal*) the youngest member of a family or group: *He's the baby of the team.* **3** (*disapproving*) a person who behaves like a young child and is easily upset: *Stop crying and don't be such a baby.* **4** (*slang, especially AmE*) a word used to

the ˈbathwater (*informal*) to lose sth that you want at the same time as you are trying to get rid of sth that you do not want—more at SLEEP *v.*

■ *adj.* [only before noun] **baby** vegetables are a very small version of particular vegetables, or are picked when they are very small: *baby carrots*

■ *verb* (**ba·bies**, **baby·ing**, **ba·bied**, **ba·bied**) [VN] to treat sb with too much care, as if they were a baby

ˈbaby boom *noun* a period when many more babies are born than usual

ˈbaby boomer (*AmE* also **boom·er**) *noun* a person born during a baby boom, especially after the Second World War

ˈBaby Buggy™ *noun* **1** (*BrE*) = BUGGY **2** (*old-fashioned, AmE*) = PRAM

ˈbaby carriage *noun* (*AmE*) = PRAM

ˈbaby fat *noun* [U] (*AmE*) = PUPPY FAT

Baby·gro™ /ˈbeɪbigrəʊ; *AmE* -groʊ/ *noun* (*pl.* **-os**) (*BrE*) a piece of clothing for babies, usually covering the whole body except the head and hands, made of a fabric that stretches easily

ba·by·hood /ˈbeɪbihʊd/ *noun* [U] the period of your life when you are a baby

baby·ish /ˈbeɪbiɪʃ/ *adj.* (usually *disapproving*) typical of or suitable for a baby

baby·sit /ˈbeɪbisɪt/ *verb* (**baby·sit·ting**, **baby·sat**, **baby·sat**) (also **sit**) to take care of babies or children for a short time while their parents are out: [V] *She regularly babysits for us.* ◇ [VN] *He's babysitting the neighbour's children.* ▶ **baby·sit·ting** *noun* [U]

baby·sit·ter /ˈbeɪbisɪtə(r)/ (also **sit·ter** especially in *AmE*) *noun* a person who takes care of babies or children while their parents are away from home and is usually paid to do this: *I can't find a babysitter for tonight.*—see also CHILDMINDER

ˈbaby talk *noun* [U] the words or sounds a baby says when it is learning to talk; the special language adults sometimes use when talking to babies

ˈbaby tooth *noun* = MILK TOOTH

ˈbaby walker (*BrE*) (*AmE* **walk·er**) *noun* a frame with wheels and a HARNESS for a baby who can walk around a room, supported by the frame—picture at CHAIR

bac·ca·laur·eate /ˌbækəˈlɔːriət/ *noun* **1** the last secondary school exam in France and other countries, and in some international schools: *to sit/take/pass/fail your baccalaureate* **2** (in the US) a religious service or talk for students who have completed high school or college

baccy /ˈbæki/ *noun* [U] (*BrE, informal*) tobacco

bach·elor /ˈbætʃələ(r)/ *noun* **1** a man who has never been married: *an eligible bachelor* (= one that many people want to marry, especially because he is rich) ◇ *He was a confirmed bachelor* (= a person who intended never to marry; often used in newspapers to refer to a homosexual man) ◇ (*BrE*) *a bachelor flat* (= one suitable for a person living alone)—compare SPINSTER **2** (usually **Bachelor**) a person who has a Bachelor's degree (= a first university degree): *a Bachelor of Arts/Engineering/Sci-*

(taken from **Oxford Advanced Learner's Dictionary***)*

2025

C Make a list of the letters/words in bold. Answer the following questions.

a. What do you see at the top left corner of the dictionary page?
b. What is the first letter and word in the left hand corner?

D Read the text about how the dictionary page has been written.

The teacher asks the class, "Have you noticed that the words in bold are written one after another? OK. Do you find any rule or system or order in arranging these words?"

"Yes, teacher. The page starts with a single letter B and slowly words come below this letter," Rupa said.

"Thank you, Rupa. You've got it! Let me write B and some of the words from this page on the board. Then I'll show you how they are written one after another like in the alphabet. Look at the board and ask me if it is clear or not. OK?"

E Arrange the following words in alphabetic order.

bet bat bag book bait batch

F Look at the dictionary page again. Discuss in groups and find out the following information about *BA*, *baby* and *bachelor*.

- meanings of words (i.e. definitions)
- spelling
- examples of use/ example sentences
- grammatical information (parts of speech, irregular verbs and plurals, countable or uncountable nouns)
- formal/informal
- abbreviations

Lesson 2: Find your chapter

A Listen and read.

Rupa : So... Abdullah,we had a helpful class on dictionary, didn't we?

Abdullah : Oh yes, very helpful. This is why I like Mrs Barua's class. She is one of my favourite teachers.

Rupa : She is! I also like her very much. And she is very organised. She knows how to make us work in groups and pairs. So we are never bored.

Abdullah : By the way, I've another problem. Do you understand the 'Table of Contents' at the beginning of a book?

Rupa : Hmmm…yes, I've learnt it from my elder sister. I can try to explain it to you if you like.

Abdullah : So nice of you. I really need it.

B Work in pairs. Discuss when and how you can help each other with anything difficult in a lesson.

C Read a content page of a book below individually and work in pairs to answer the questions that follow.

Table of Contents

(taken from America 24/7)

Questions

1. How many subjects / topics do you see here?
2. What do the numbers on the right-hand side mean?
3. Who do you think the people whose names are written after the subjects or topics are?
4. What is each topic / subject called?

D Fill in the gaps with appropriate words from the box.

read	and	books	are	topics
of	book	only	which	is

The text above is a table ………………………….... contents. It shows what subjects.......... there in a …………..., journal, magazine or in a research paper. So what is included in a book ……….shown in its table of contents. The table also shows a reader what the ………………… …. are, who the writers are, and …………….. page a reader should open to ………… a particular topic. Sometimes in some ……………., topics are organised first in units ……………….. then in lessons. However, some books ………..…… show the chapters.

E Go to the text in the box at Section C and answer the following questions.

1. Who is the writer of *America at Play?*
2. Which chapter is written by Naomi Shihab Nye?
3. What is the page number for *Sea of Shining Sea?*
4. What does Robert Olen Butler write?
5. What is the chapter at page number 57, and who is the writer?

F Work in pairs. Use your own English textbook. Ask and answer questions as above to know about page numbers, topics, units and lessons.

Unit Three

What are friends for?

Learning Outcomes

After we have studied this unit, we will be able to

- ask and answer questions
- talk about familiar events
- read and understand texts
- write answers to questions
- write short compositions

Lesson 1: Prize-giving day at Madrasah

Key words: eminent outstanding performance

A Look at the picture and discuss the following questions.

1. Who can you see in the picture?
2. What are they doing?

B Read the text about a prize-giving ceremony.

Farabi is Flora's best friend. They live in the same area. Also they are both in class 7. But they go to different Madrasahs.

It is Madrasah holiday. Flora has come to visit Farabi. They are talking. Flora wants to know about the prize-giving ceremony of Farabi's Madrasah.

"Yesterday was our Madrasah prize-giving day," Farabi says. "On this occasion our Madrasah auditorium and its dais were brightly decorated. Prizes were also neatly displayed on a separate table on the dais. All the students were present at the function. Among others, the guardians and some eminent persons of the locality attended the function," Farabi continues. "The principal of D.S Madrasah was the chief guest."

"When did the function start?" Flora asked.

"Oh, it started on time – just at 4 pm," Farabi says. "Our Head Teacher first read out the annual report. Then the Chief Guest gave a short speech. He highly praised the overall performance of the Madrasah and its excellent JDC and Dakhil Exam results. Then he gave away the prizes among the students for their outstanding activities."

"Did you get any prize, Farabi?" Flora enquires.

"Yes, I did," Farabi replies. "I've got two prizes—one for regular attendance and the other for good results in the last annual exams."

C Match words with their meanings.

Words	Meanings
visit	• speak highly of something or somebody
ceremony	• extremely good
eminent	• go to see a person or place
praise	• put something in a place where you can see it easily
outstanding	• function
display	• people having lots of power and influence

D Ask and answer in pairs. Make questions and then choose answers from this table.

Questions			Answers
How		the prize-giving function held?	The Principal of D.S Madrasah
			In the madrasah auditorium.
What	was	the auditorium decorated?	Read out the annual report.
Who	did	the chief guest at the function?	Brightly.
Where		the Head Teacher do at the beginning of the function?	

E Complete the passage with the verbs in the box. Give their correct forms.

be	sing	speak	stage

At the end of the prize-giving function there ______________ a cultural show. The students____________________ , danced and __________ a one-act play. It was so good that everyone ________________ highly of it.

F Do you have a sports day at your madrasah? First tell the class about it and then write about it in your notebook.

Lesson 2: Flora's first day at madrasah (1)

Key words: recall add chat

A Talk about the picture and read the story.

Next week Farabi comes to visit Flora in her house. They are having a chat.

"Can you remember your first day at madrasah, Flora?" Farabi asks.

"Oh, yes, I can," Flora says. "I can recall exactly what happened. Would you like to hear it?"

"I'd love to," says Farabi. "Please tell me."

"Okay," says Flora. "It was 2006. I was then 6 years old." One day my mother said, "Flora, you're going to start your madrasah tomorrow."

I was very excited. I couldn't think of anything else. I was always thinking about the madrasah, the teachers and the students of our madrasah. I couldn't even sleep well that night.

The next morning my mother woke me up early in the morning. I had a bath and put on my best clothes. Then I had breakfast and started for the madrasah with my mother.

The madrasah was not very far from our home. So we walked all the way.

B Say whether the following statements are true or false. If false, give the correct information.

1 Farabi and Flora are talking at madrasah.

2 Flora is talking about her madrasah.
3 Flora first went to madrasah at the age of 6.
4 Her mother dressed her in her best clothes.
5 Flora walked to madrasah.

madrasah

C Fill in the blanks with suitable words.

Flora is a student. She is ________________ class 7. She can remember her ___________ day at madrasah even today. She _________ to madrasah in 2006. Her mother _______________ her to madrasah. The madrasah was _______________ a long way from their house. ____________ Flora walked to madrasah ______________ her mother.

D Match the words with their meanings.

Words	Meanings
chat	precisely
recall	feeling happiness
exactly	a friendly conversation
excited	remember

E Do you remember your first day at madrasah? Write a short composition about it answering the questions below.

1 How old were you at that time?
2 What is the name of the madrasah you went to?
3 What did you put on?
4 How did you feel before you started for the madrasah?
5 Who did you go with?

Lesson 3: Flora's first day at madrasah (2)

Key words : intelligent stare nervous

A Read the text to know more about Flora's first day at madrasah.

Flora continues her story.

It took us half an hour to reach the madrasah. I saw many students on the madrasah campus. Some were playing and some were talking to each other. I didn't know anyone. So I was a little afraid.

My mother soon took me to the Superintendent. He asked me a few questions and I answered them intelligently.

The Superintendent was very pleased. He put his hand on my shoulder and said, "Good! You're a highly intelligent child. You know a lot. I'll take you in my madrasah. I hope you'll be happy here."

I was admitted to class 1. The Head Teacher was a very nice person. He called a teacher and said to her, "Ms Laila, this is Flora. She is a new student in class 1. Take her to the class, please."

Ms Laila took me to the class. The class teacher welcomed me and gave me a seat. All the students in the class were staring at me. I felt a bit nervous to see all the new faces. But soon I felt easy. I could make friends with two or three students sitting close to me.

A new place is a new experience. So my first day at madrasah is a new experience in my life. I will remember the day as long as I live.

B Choose the correct answer.

1 How long did it take Flora to reach the madrasah?

a an hour
b half an hour
c less than half an hour
d one and a half hours

2 Flora was a little afraid when she reached the madrasah campus because

a the campus was full of students.
b it was the first time she went there.
c all the people there were unknown.
d the madrasah was a long way from home.

3 The Superintendent was pleased with Flora because she (Flora)

a looked very innocent.
b had a sweet voice.
c could answer the Superintendent's questions.
d was very smart.

4 Who took Flora to the class after admission?

a a teacher
b a peon
c her mother
d the Superintendent

5 Flora felt nervous in the class because

a it was a new place.
b the class teacher was very strict.
c she did not know any student in the class.
d the class did not welcome her.

C Make sentences from this table.

Flora's mother Ms Laila The Superintendent The students in the class Flora	asked made stared took	at Flora. friends with few students. her to the Superintendent. Flora some questions. her to the class.

D How did you feel about the students and teachers on your first day at madrasah? If you remember any incident or anything interesting that happened on the first day, tell the class about it and then write about it in short.

Lesson 4: A sad day for Farabi

Key words : ruffled insist

A Discuss and answer these questions.

1 What will you do if your parents do not want you to go on a picnic with your friends?
2 What will you do if you miss the picnic bus?

B Read about what happened to Farabi yesterday and answer the following questions.

Farabi was sitting with his head down. He looked sad. His hair was untidy and ruffled. It was clear he did not brush it at all.

"What happened, Farabi? Are you okay?" asked Flora.

"I'm so shocked, Flora. I don't want to talk," said Farabi.

"But you have to. Any pain or sorrow is like a load in the mind. If you tell or share it with your parents or friends, it will be lighter. On the other hand, if you don't share it, the load will become heavier and more painful. So please tell me what's wrong," Flora insisted.

Farabi looked at Flora and said, "One of my friends Harun is our madrasah football team leader. Yesterday he just dropped my name from the coming Interclass Football Tournament. I wanted to know why, but he didn't even talk to me about it."

Tick the best answer.

1 **Which is the correct statement?**
Farabi was
a standing up.
b looking down.
c looking happy.

2 **Why was Farabi with his head down?**
Because
a he was unhappy.
b it was his habit.
c he had a headache.

3 His hair was ruffled.

Here 'ruffled' means

a brushed and tidy.

b clear and smooth.

c not brushed or combed.

4 Farabi didn't want to talk to Flora because

a something sad happened to him.

b he stopped talking to his friend.

c he was unwell and sick.

5 "Please tell me what's wrong," Flora insisted.

Here 'insisted' means

a scolded.

b demanded.

c shouted.

6 Your pain in the mind will be ___________ if you talk about it with your friend.

a heavy

b less heavy

c more heavy

7 Which is the correct statement?

a Farabi was going to play in the Interclass Football Tournament.

b Farabi and Harun were not going to play in the Interclass Football Tournament.

c Farabi and Harun used to play in the Interclass Football Tournament.

Lesson 5: The best friend

Key word : slap oasis quicksand erase engrave

A Read what Flora said to Farabi and then read the story.

"Don't be sad, Farabi, and don't think seriously about what your friend Harun did. ... I know a story about friends. Listen."

Two friends were walking through a desert. After a while they had a quarrel, and one friend slapped the other. The friend who got slapped was hurt. But without saying anything he wrote in the sand:

Today my best friend slapped me in the face.

They kept walking until they found an oasis. There they decided to take a bath. The one who was slapped before got stuck in the quicksand and started going down. But his friend saved him. After he was saved he wrote on a stone:

Today my best friend saved my life.

The friend who slapped and saved his best friend asked, "After I hurt you, you wrote in the sand and now you write on a stone . Why?"

The other friend replied, "When someone hurts us, we should write it down in the sand. The wind can erase it away. But when someone does something good for us, we should engrave it on stone, so no wind can erase it."

"Do you know the moral of the story?" Flora asked.

Farabi nodded and smiled, "Yes, we should forget our hurts, but remember our good deeds forever."

B Match the words / phrases with their meanings.

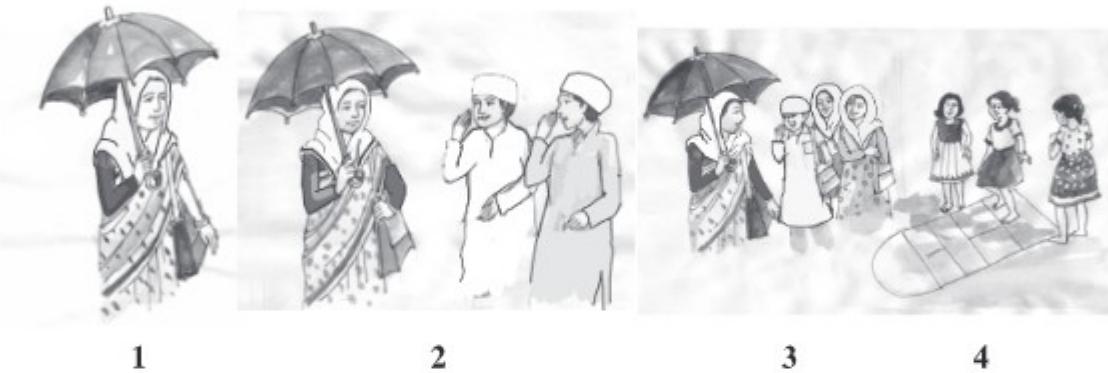
Words / Phrases	Meanings
1 hurt	a an area in a desert where there are water, plants, etc.
2 oasis	b remove something completely
3 quicksand	c cut words or designs on stone or wood
4 erase	d got physical pain when someone hits you or you fall
5 engrave	e deep wet sand that works like a trap. If you walk on it , you will sink into it.

C Discuss in groups and write an answer to this question:

Why should we forgive those who hurt us?

Unit Four

People who make a difference

Learning outcomes

After we have studied this unit, we will be able to

1. ask and answer questions
2. read and understand texts
3 read, recite, and understand poems
4. participate in dialogues and conversations
5. talk about people, places, and events
6. read and write letters
7. write paragraphs and short compositions

Lesson 1: A teacher (1)

Key word : trained

A Look at the pictures and discuss in groups what is happening in each picture.

1 2 3 4

B Listen to the teacher / CD about what Shahana says about herself and answer the following questions.

Listening text: 4

Tick the best answer.

1 Ms Shahana Huda passed her Dakhil exam in

a 2000
b 2001
c 2002

2 She passed her Alim exam in

a 2001
b 2002
c 2003

3 She married

a before her Alim exam.
b after her Fazil exam.
c while she was studying at college.

4 She got GPA 4 in her

a Dakhil exam.
b Alim exam.
c Fazil exam.

5 She took a break of one year

a to train to become a teacher.
b to take care of her daughter.
c to take a Fazil degree.

6 Why did Shahana's husband want her to work in an office?

Because he thought
a teaching was not a job.
b teaching was less paid.
c people did not like teaching.

C Discuss with your partner why Shahana wanted to be a teacher and write a short composition about it.

Lesson 2: A teacher (2)

Key words : company vacant status respect in-laws academic admire demonstrate inspire corridor

A Read about Ms Shahana Huda.

Shahana's husband Mr Zamil Huda works in a company office. His firm has a vacant position. On several days he told Shahana, "I want you to apply for the post." But Shahana said, "Please don't insist. I'm joining the local high madrasah as a teacher." "What do you find in a teaching job, Shahana? I don't want you to do it." Her in-laws were also on his side. Yet Shahana joined the madrasah against the will of the family.

Weeks and months went by. Every day Shahana helps with the household work. Every day she works hard to prepare her lessons. Every day she goes to madrasah, teaches her students and helps both weak and bright ones. They often come to her in the teachers' room, in the corridor and even on the road, and talk to her about any academic or personal problems.

Within a year Shahana becomes a very good teacher. Students give her *salam* wherever they see her. Teachers, even the Head Teacher, admire her. Parents and other people in the community come to see her at home and at the madrasah and pay her great respect.

One day her husband said, "You've opened my eyes, Shahana. Teaching is more than a job. I didn't know it. Congratulations!"

"Thank you," she smiled.

"Tell me, Shahana, how you could be such a great teacher!" Zamil wanted to know.

"I don't only teach my subject, I care for my students. I love them. I myself demonstrate good behaviour and inspire them to be good. That's all I do," replied Shahana.

B Match the words with their meanings.

Words	Meanings
company	a long narrow passage in a building
vacant	relatives by marriage especially husband's or wife's family members
status	to show something by doing
in-laws	connected with study, education
corridor	to encourage somebody to do something well
academic	high rank or social position
admire	business
demonstrate	empty
inspire	to show respect

C In groups or pairs, discuss and write what students, teachers and community people do to Shahana.

D Make a list of things that Shahana does as a teacher.

E Complete the passage with words from the box.

the	pilot	she	an	in	observation
crashes	whether	young	the	girl	

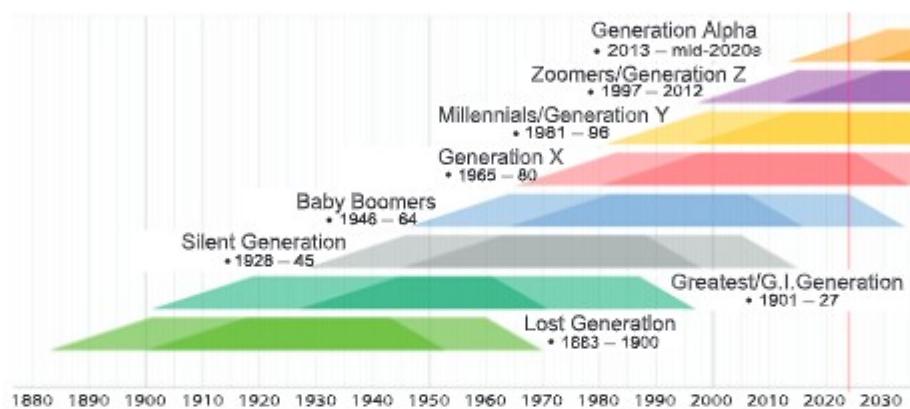
A father is talking to his__________daughter about her aim in life. ________ girl wants to be a pilot.________father asks her why. The young________ replies that the job of a _______is challenging that she likes. Besides, ____ likes the speed and high responsibilities __________a pilot's life. The father asks ______ she is not afraid of plane _______. The daughter says, "An accident is_____accident." The father appreciates his daughter's________ and wishes her good luck.

F Read the completed passage in E above. Ask and answer the following questions in pairs.

Q: What do you want to be?
A: I want to be a/an _______________ .
Q: Why do you want to be a/an _______________?
A: Because I like it / my parents want me to be _______________.

Lesson 3: A New Generation

Learning outcomes:

After we have studied this unit, we will be able to

- Understand the concept of generational naming and its historical context
- Analyse the unique characteristics and challenges of Generation Z
- Examine the influence of global events on generational identity
- Explore the legacy of generational struggles in Bangladesh
- Evaluate the importance of governance to meet the needs of new generations

GenZ and Revolution

Listen to the song '*Kotha Ko*' by Shezan on internet.

Have you heard the song '*Kotha Ko*' by Shezan? While singers from earlier generations were often too afraid to use music as a form of protest, artists like Shezan and Hannan have courageously spoken out. Their rap songs became anthems of the July Uprising in 2024. The new generation is no longer afraid; they are brave and different. But how do we make sense of the difference? What defines different generations? And what are the connections that link them across time?

Although generational labels are rooted in Western ideas and may not universally apply, they can sometimes offer a useful framework for understanding changing social dynamics. The idea of naming generations started in the early 20th century with the 'Lost Generation'. This referred to those who suffered the aftermath of World War I and the Great Depression.

Timeline of generations in the Western world

The naming practice continued with Generation X and then Millennials, eventually reaching Generation Z. Generation Z is a group that grew up entirely in the digital age—the first to zoom into the internet.

Students protest for safe roads wearing a Guy Fawkes mask, Dhaka, Bangladesh, August 1, 2018.

Growing up with social media, a mobile internet, and a lot of information, Gen Z experiences a paradox: hyperconnected yet often isolated, digitally adept but

frequently anxious, free yet persistently stressed. They have also witnessed transformative global events—climate crises, political turmoils like the Ukraine-Russia war and the genocide in Palestine that shape the world they are supposed to inherit.

Freedom fighters rejoice in victory, Bangladesh, 1971.

In Bangladesh, the struggle for progress has long been a part of each generation. If the freedom fighters of 1971—largely part of the Baby Boomer generation—helped liberate the country, their struggle laid the groundwork for the 1980s' fight for democracy against autocracy.

A schoolboy chanting slogans with "We Want Justice" painted on his body during the Road Safety protests, 2018.

Today's young generation, born around 2000, carries this legacy forward. The 2018 road safety protests and the brutal crackdown that followed marked a significant shift in Gen Z's consciousness, sharpening their political awareness and reshaping the role of media in their world.

Protesters hold up a placard of a martyred school child during the July Uprising protests.

Consequently, the 2024 uprising was led by this generation, who realized

the ineffectiveness of political establishments and grew increasingly frustrated with the status quo.

The July Uprising of 2024 signals an urgent call for adaptation. Outdated methods can no longer meet the challenges of today's world. To truly support Gen Z's ambitions, we need concrete steps, as political rhetoric has failed them. Only with this commitment can the vision and energy of this generation be given the support they deserve.

A schoolchild with "Swoirachar Nipat Jaak" (Down with Autocracy) painted on his body, echoing Noor Hossain, during the July protests

A. Answer the following questions based on your reading of the passage.

1. What does generational naming refer to? Why do people name different generations?
2. Describe one unique characteristic or challenge of the current generation.
3. What do you know about the legacy of generational struggles in Bangladesh? Describe in brief.
4. Why is good governance important for meeting the needs of new generations?

B. Vocabulary Test

Match the words with their correct definitions:

Given Word	Corret Definition
1. Rhetoric	a. A paradoxical situation where two opposite conditions exist simultaneously.
2. Autocracy	b. The use of language to persuade or influence, often in a manipulative way.
3. Consciousness	c. A system of government where power is held by one person with absolute authority.

4. Paradox	d. Awareness or understanding of something, especially the state of one's mind.
5. Frustration	e. The feeling of being upset or annoyed, especially because of an inability to change or achieve something.

C. Fill in the Gaps

Fill in the blanks using the words from the list below:
(Lost Generation, Gen Z, political, digital, connected)

1. The term "_________" refers to the generation affected by the aftermath of World War I and the Great Depression.
2. _________ is the first generation to grow up entirely in the digital age.
3. The 2018 road safety protests marked a shift in _________ awareness f or Generation Z.
4. The July Uprising of 2024 called for new methods to address the challenges of today's _________ world.
5. Gen Z experiences a paradox of being both hyperconnected yet often _________.

Lesson 4: Whose Child is This?

A Read the poem aloud and then recite it to the class.

Whose Child is This?

"Whose child is this?" I asked one day
Seeing a little one out at play.
"Mine", said the parent with a tender smile.

"Mine to keep a little while
To bathe his hands and comb his hair,
To tell him what he is to wear,

To prepare him that he may always be good
And each day do the things he should."

"Whose child is this?" I asked again,
As the door opened and someone came in
"Mine", said the teacher with the same tender smile.

"Mine to keep just for a little while,
To teach him how to be gentle and kind,
To train and direct his dear little mind,
To help him live by every rule
And get the best he can from school."

"Whose child is this?" I ask once more,
Just as the little one entered the door.
"Ours", said the parent and the teacher as they smiled,
And each took the hand of the little child.
"Ours to love and train together
Ours this blessed task forever." *[Anonymous]*

Note:
tender = kind; gentle; loving
to bathe = to wash
to train = to teach
blessed = noble

B Read the poem silently and answer these questions:

1 Who asked the question, "Whose Child is This?" in the poem?
2 How many times did he / she ask the question, "Whose child is this?"
3 Who answered the question in stanzas 1, 2, and 3?

C Read the poem silently again and list the things or activities both the parent and the teacher do individually and together. One is done for you.

What the parent does	What the teacher does	What both the parent and the teacher do
1. gives a bath 2. 3.	1. teaches him how to be kind 2. 3.	1. 2. 3.

D Discuss in groups and write an answer to this question.

Why do both parent and teacher smile and answer the question, "Whose child is this?" by saying "Mine" and "Ours"?

Lesson 5: Fixed price shop

Key words : stationery bargain haggle offer agree on

A Look at the shop and answer these questions.

1. What kinds of things do you find in the shop?
2. What are the students doing?
3. Who is the shopkeeper?

B Read the text and answer the following questions.

Ms Shahana Huda is talking to the students about a new kind of shop.

Shahana : You can buy any stationery items here, like pens, pencils, notebooks, coloured paper, in fact, everything you need, for writing and drawing. You can also buy some food items, like biscuits, buns, bananas, bottles of mineral water and some other necessary things. You can also buy your school uniform and other clothes. There are a number of benefits of this shop. You don't have to bargain or haggle with the shopkeeper over the prices of anything.

Hridoy : What is bargain or haggle, teacher?

Shahana : Suppose you want to buy a shirt or a dress in a shop in the market. You ask, "How much is this?" The shopkeeper says, "300 taka." But in many cases, this price is more than the real price. So you offer 200 taka or even less. The

shopkeeper says, "No, I can't sell it for 200 taka." Then you offer 225 taka and he may still say, "No, it'll be a loss for me." This process of asking for and offering more and less money is called 'bargaining' or 'haggling'. It goes on until you both (buyer and seller) agree on a price, say 250 taka in this case. This price is acceptable to both of you.

Sazia : If there is no bargaining, how are we going to buy things?

Shahana : You don't need to bargain. It will be a fixed-price shop.

Questions

1 Do you go shopping? Where is the shop?
2 What do you usually buy?
3 Do you bargain? Why do you do that?
4 Do you know about a 'Fixed-price' shop? Where is it? What does it sell?

Lesson 6: Morality Shop

Key words : price tag conscience prick

A Read the conversation to know about the 'Morality Shop'. Then answer the following questions .

Shahana : Today I'm going to tell you about a new kind of shop, where there will be no shopkeeper. The price of each item or thing will be written on a small piece of paper. This price tag will be attached to the item or items. You will pick an item you like, look at the price tag and put the money in the box kept there. And the thing is now yours.

The students are not clear about this kind of shop. They know that a shop always has a shopkeeper . So they are confused.

Sheela : In that case, someone may take a thing and go away without paying.

Shahana : Nobody will do it. If anybody does, it will be stealing.

Ratul : Who'll see them stealing?

Shahana : Conscience. Do you know what conscience is? OK. There is something in your mind called conscience. It tells you whether your actions are right or wrong. Is stealing a right thing or a wrong thing?

Students : Wrong thing.

Shahana : Then your conscience will tell you, "This is a wrong thing. You must not do it." If you steal or do a bad thing, your conscience will prick you and trouble you. And you will never have your peace of mind. So to be a good and happy person, you should have a clear conscience.

Tick the best answers to the following multiple choice questions.

1 "The students <u>are confused.</u>" The underlined words mean they

a can think clearly.
b cannot understand.
c are unable to speak.

2 When you buy a thing from a Morality Shop, you

a. pay the money to the office.
b. pay the money later.
c. keep the money in the shop.

3 A person with a clear conscience

a usually does the wrong thing.
b always gets confused.
c always does the right thing.

B Work in pairs. Ask and answer the following questions.

a. What are the advantages and disadvantages of a morality shop?
b. What kind of shop will you prefer – a fixed price shop or a morality shop? Why?

C In groups or pairs, discuss and choose the best answer to this question. Then say why you have chosen that answer.

Suppose you are alone in the madrasah yard. Suddenly you find a hundred-taka note lying on the ground. What will you do?

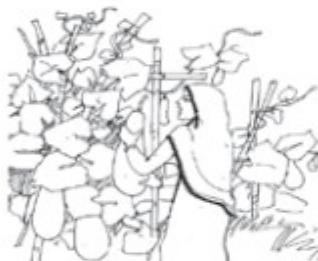
I will

a pick up the money and hand it to the Superintendent.
b pick up the money and quickly put it in my pocket.
c leave the note where it is lying.

D Discuss in groups and write an answer to this question.

Is it possible to open a Morality Shop in your madrasah?
You may discuss the following points / issues:
permission, things / items,
money / fund, how to prevent stealing

Lesson 7: The homemaker (1)

A Look at the pictures and discuss the following question in pairs.

Where do you think the family lives?

B Ask and answer the question in pairs: What do you see in picture 1 / 2/ 3 / 4 / 5 / 6?

C Read about the family.

Mrs Nazma and Mr Joynul Ali live in a small village with their daughters, Mitu aged 7 and Hafiza aged 5. Joynul is a carpenter. He is hired by the villagers to make chairs, tables, *pira* (low stool) and other furniture. He is also asked to do small repair work. But Joynul does not find work every day. He lives from hand to mouth.

Nazma does all the work at home from morning to night, rain or shine. Sometimes she sits with Mitu and Hafiza, and teaches them Bangla and English alphabets and some numbers. They do not go to madrasah. Nazma could study only up to class 5. Joynul could not study.

D Make two lists of what Nazma and Joynul do in the table below.

List A (Nazma)	List B (Joynul)
• cooks • washes clothes • cleans ... . Continue	• makes stools • ... . • .... Continue ......

E Match the phrases/words with their meanings.

Phrases / Words	Meanings
live from hand to mouth	all the letters in a language
rain or shine	a person who does not know how to read and write
alphabet	spend all the money you earn on basic needs, e.g. food and clothes—you cannot save any money
illiterate	in good or bad weather

F First discuss in groups and then write an answer to this question.

What do you think is the reason why Mitu and Hafiza do not go to madrasah?

Lesson 8: The homemaker (2)

Key words : favour wildly gratitude

A Read and try to find out why Nazma and Joynul are quarrelling.

One day Joynul looked for work in his village and in the next village. But his luck did not favour him. He was angry – angry with everybody. When he was back home, Nazma failed to serve his meal. That made him shout at Nazma.

"I had a severe headache and a fever," said Nazma.

Joynul was trembling with anger.

"The cooking is almost done. Wash your hands and feet. I'll bring the food soon," she said.

"Soon! It will take ages!" Joynul shouted wildly.

"What do you do the whole day at home? I work and earn money to run the family. You can't even cook my meals in time!"

"I don't earn money, but I also run the family. I do all the work at home - cooking, cleaning, washing, husking, taking care of the children- everything," said Nazma."Remember, you work for money but my work in the home can make the family stick together and make it happy. So both types of work are equally important."

Never before has Joynul thought about these things. He feels guilty. Never before has he looked at Nazma with so much admiration and gratitude.

B Read the text again and tick the best answer.

1 Joynul was angry with everybody because

a he was looking for work in his village and in the next village.
b he was hungry and Nazma could not cook food at the proper time.
c he did not find any work in his village and in the next village.

2 Joynul shouted loudly at Nazma because

a she could not give him food in time.
b she had a bad headache.
c she forgot to cook food in time.

3 It will <u>take ages</u>. The underlined words mean

a Nazma is suffering from old age.
b a very long time will be needed.
c Joynul is willing to wait long.

4 Who should run the family?

a Joynul
b Nazma
c Joynul and Nazma

5 What can make a family happy?

a money and housework
b work that Nazma does at home
c work that Joynul does to earn money

6 All members in a family should

a do their individual work separately.
b live together and support each other.
c earn and spend money equally.

7 **What do you think Joynul should do from now?**
He should
a work harder to earn more money.
b not waste any time doing housework.
c help Nazma with her work when he can.

8 **Why does Joynul finally look at Nazma with deep admiration and gratitude?**
Because
a he is not sorry for what he has done to Nazma.
b he has understood the value of sharing work in the family.
c Nazma is willing to do all the housework in the family.

C **Project work: Think of a family you know in your neighbourhood. Answer the following questions and write a short composition about the family.**

1 How many members are there in the family?
2 Get each member's name, age and work.
3 Do the family members share each other's work? Describe who shares what, where and who with.

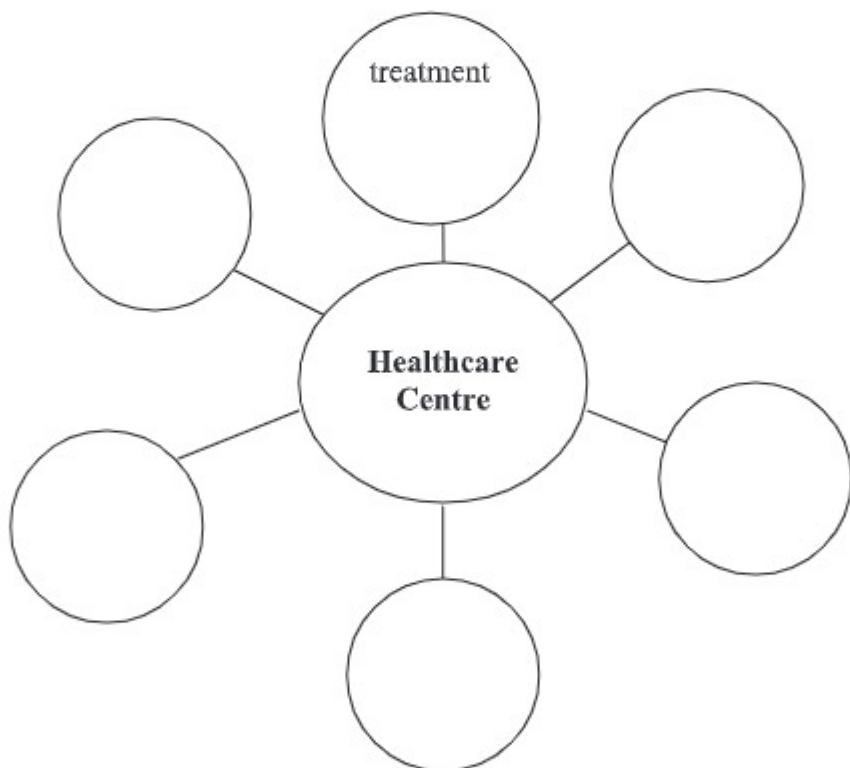
Lesson 9: Hridoy gets a letter from his cousin

A **Read the letter Hridoy got from his cousin Riah.**

N.J Madrasah
P. O. Jonakipur
Dist. Nilphamari
12 May 2013

Dear Hridoy

Thank you for your letter of 1st May. It gives us such an exciting piece of news! I cannot still believe that there could be a shop without a shopkeeper. I told about it to my relatives, friends, classmates and, of course, my teacher, Miss Nishat. Everybody was surprised. Miss Nishat likes the idea so much that she immediately talked about it to our Superintendent. We had already a meeting in our madrasah with teachers and students. At the beginning of the meeting, the Superintendent asked me to talk about the Morality Shop in yourMadrasah. At first I read out part of your letter and then I explained how such a shop in your Madrasah is greatly helping you—students, teachers and the community at large. The Superintendent was quite positive about the usefulness of such a shop. He formed a committee with Miss Nishat and two other teachers and some senior students to draw up a plan for opening a morality shop in our Madrasah. Isn't it great? You will be glad to know that I am on the committee too.

I'm coming to see your Morality Shop with a friend of mine next weekend. See you then. Give my regards to Aunt and Uncle.

All the best.
Riah

B **Imagine you are Hridoy. Write a reply to Riah's letter.**

Lesson 10: A friend of the poor

A **Have you ever visited any hospital or healthcare centre? If yes, fill in the circles for a healthcare centre. One is done for you.**

B **Listen to the teacher / CD and answer the following questions**

Listening text: 5

1 **Dr Mahmud Hasan was born in**

- a a village.
- b Mymensingh town.
- c Dhaka.

2 **What did Mr Hasan do during the Liberation War?**

- a He took part in the battle.
- b He worked for the government.
- c He set up a hospital.

3 **The sufferings of the poor people**

- a made him work in a Red Crescent Hospital.
- b changed his mind for working for the poor.
- c made him join the Liberation War.

4 **Dr Hasan went to his village**

- a before he gave up his job.
- b after he gave up his job.
- c before the war finished.

5 **Dr Hasan set up a healthcare centre**

- a with the money of the villagers.
- b with government grants.
- c with his own money.

6 **The health assistants give treatment to the sick people**

- a in and outside the centre.
- b only in the doctor's village.
- c only in the neighbouring villages.

Lesson 11: Waiting for a torch bearer

Key words: poverty torch responsibility

A **Look at the picture and guess what they are talking about.**

B A TV reporter is interviewing Dr Mahmud Hasan about his dream. Read the interview.

Reporter: Why have you chosen this village for your work?

Dr Mahmud: The people of my village do not get proper healthcare support because of poverty. I have chosen the village to give them a little healthcare support.

Reporter: How much does a patient pay for the support?

Dr Mahmud: They pay very little. And very poor people get free treatment.

Reporter: Isn't the work very hard?

Dr Mahmud: Yes, it is. But I do it with pleasure.

Reporter: What is your future plan for the centre?

Dr Mahmud: You see, I'm getting old. So I'm waiting for a torch bearer. Many students get MBBS degree in the country every year. I'm waiting for one of them. He or she'll take responsibility for the treatment of the poor in this area.

(**Note:** MBBS= Bachelor of Medicine and Bachelor of Surgery)

C Match the words with their meanings.

Words	Meanings
take charge of	the feeling of happiness
poverty	have control over
pleasure	duty
responsibility	the situation of being poor

D Ask and answer the questions.

1 Is the healthcare support free to all?

2 Why is the doctor waiting for a torch bearer?

3 Who will be in charge of the centre?

4 Do you think the money he gets from the patients is enough to run the centre? Why do you think so?

E Fill in the gaps with the right form of verbs given in the box. You can use a word more than once.

give choose do is get help

I want to _________ the poor people. I will _________ it to ________ healthcare support to the poor. They do not ___________ treatment because of poverty. So my dream ___________ to be a doctor. To _________ the poor people, I will __________ my village to work.

F Project work: Find a person in your area who is different from others in giving service to the society. Talk to her / him and prepare a short biography of the person.

Lesson 12: A hospital window

Key words : vivid overlook view skyline in detail

A Read aloud the story about a hospital window and think about the questions.

Two sick men were given the same room in a hospital. One man could sit up in his bed. His bed was next to the room's only window. The other man spent all his time lying on his bed opposite the window. The men talked for hours almost every day. They talked about their wives and children, their homes, their jobs and almost about everything.

2025

Q1 Can you guess why they talk about all these things?

Every afternoon the man in the bed by the window would sit up and talk to his roommate about all the things he could see outside the window. The man on the other bed eagerly waited for this speaking and listening time. His friend's vivid descriptions of passing things seen through the window inspired him to live.

Q2 Can you guess what the man near the window talked about to his friend?

The window overlooked a park with a lovely lake. Ducks and swans played on the water, while children floated their paper boats. A wonderful view of the skyline could be seen in the distance.

The man by the window told his friend all this in detail. The listener would close his eyes and see everything in his mind's eye.

Q3 What would the listener feel and do if one day his friend could not sit up and talk?

Days and weeks passed. One morning the doctor came to the room on his daily round. He found the lifeless body of the man by the window. He died peacefully in his sleep. The doctor made all the arrangements to take the body away.

The sad friend wanted to move to the empty bed next to the window. The doctor allowed him.

On his new bed the man painfully propped himself up. He was very excited. He slowly looked through the window to see the real world outside. What did he see?

Q4 Can you guess what he saw?

The window just faced a blank wall. He asked the doctor, "Doctor, I see nothing but a blank wall. How could my friend describe so many wonderful things outside the window?"

The doctor replied, "Did he? The man was completely blind !"

B Discuss in groups and write an answer to this question:

Why did the blind man describe all those wonderful things outside the window?

Unit Five

Great women to remember

Learning outcomes

After we have studied this unit, we will be able to

- ask and answer questions
- talk about people
- read and understand texts
- write answers to questions
- write short paragraphs and compositions
- understand and enjoy stories, poems, and other text materials

Lesson 1: Begum Rokeya (1)

A Look at the picture. Ask and answer these questions.

1 Who is the woman?

2 What do you know about her?

B Read about Begum Rokeya.

Begum Rokeya (1880-1932) was a famous writer and a social worker. She lived in undivided Bengal in the early 20[th] century. She believed that women should have the same rights and opportunities as men have in the society. So she fought for their cause throughout her life.

Begum Rokeya was born in a village called Pairabondh, Rangpur in 1880. Her father Jahiruddin Muhammad Abu Ali Haider Saber was an educated landlord. Rokeya was married to Syed Sakhawat Hussain in 1897. Her husband was the Deputy Magistrate of Bhagalpur, now a district in the Indian state of Bihar. He was very cooperative, and always encouraged Rokeya to go on with her activities.

Many upper-class Muslims of Bengal at that time learnt Arabic and Persian as a medium of education and communication. But Rokeya had great love for her mother tongue. She learnt Bangla and English from her eldest brother Ibrahim.

C Tick the correct answer.

1 Begum Rokeya fought for

a democracy.
b independence.
c women's rights.

2 Rokeya was born in

a a village.
b a town.
c a slum.

3 Rokeya loved

a English.
b Bangla.
c Urdu.

4 Shakhawat Hossain's working place was

a Pairabandh
b Bhagalpur
c Rangpur

5 Bhagalpur is a district in

a Bangladesh.
b West Bengal.
c Bihar.

D Complete the following chart with information from the text. One is done for you.

Begum Rokeya				
occupation	**born in**	**married in**	**family**	**language**
Writer and social worker				

E Answer these questions.

1 What was Begum Rokeya's belief?
2 What did she fight for?
3 What kind of family did she come from?
4 Why did many upper-class Muslims learn Arabic and Persian at that time?
5 Why did Rokeya learn Bangla?

Lesson 2 : Begum Rokeya (2)

A Read these questions first. Then listen to the teacher / CD and answer the questions.

1 What did Begum Rokeya do to make people remember her husband?

2 Do you know what kind of books she wrote?

Listening text: 6

B Listen again and tick the best answer.

1 Sakhawat Hossain died in

a 1902.
b 1909.
c 1932.

2 Begum Rokeya set up a girls' high school in

a Kolkata.
b Bhagalpur.
c Pairabandh.

3 Begum Rokeya set up this school in memory of her

a husband.
b father.
c mother.

4 There was a dispute in her husband's family. Here 'dispute' means that the members

a were of the same opinion.
b had different opinions.
c did not like each other.

5 Sakhawat Hossain Memorial Girls' school is

a a private school.
b a government school.
c a muslim school.

6 Begum Rokeya wrote

a short stories and poems.
b novels and poems.
c novels and short stories.

C Answer the following questions.

1 What did Begum Rokeya do for female education?

2 Why did she move Sakhawat Memorial Girls' High School to Kolkata?

3 What are some of her important writings?

Lesson 3: Helen Keller

Key words: humanitarian, disabled, plantation, communication, interpret

A Talk about the picture.

1 Who is the woman in the picture?
2 What is she famous for?

B Read about Helen Keller.

Helen Keller was a great humanitarian. She cared deeply for the sick, injured and disabled people. The disabled people have physical or mental problems that limit their activities or senses. Helen devoted her life to help them.

Helen was born in 1880 in Alabama, USA. Her parents were Captain Arthur Keller and Katherine Adams Keller. Her family was not rich. Their main source of income was cotton plantation.

Helen was born healthy, but in 1882 she became deaf, dumb and blind after a high fever. Her father heard about Perkins School for the Blind in Boston and contacted the Director there. In 1887 the Director sent one of his best students, Anne Sullivan, to help Helen. Anne worked hard to enable her to communicate.

In 1890 Helen's formal education started at Horace Mann School for the deaf in Boston. In 1892 she went to Wright Humason School for the deaf in New York. Helen improved her communication skills and studied regular academic subjects. She then decided to go to college, and attended Cambridge School for Young Ladies in 1896. Later she studied at Radcliffe College. Here she learnt Braille, which was a new technique for reading. She also learnt how to type. Anne Sullivan was always with Helen. She sat with Helen in class and helped her by interpreting lectures and texts. In 1904 Helen received her BA degree with Honours from Radcliffe College.

Helen spent her life helping disabled people to learn. She died on June 1, 1968.

Match the words with the meanings

Words	Meanings
humanitarian	a large area of land where crops like sugarcane, banana, etc. are grown
disabled	the ability to do something well
plantation	unable to use a part of the body easily or completely because of illness, injury, etc.
interpret	making people's suffering less and improving their living conditions
skills	explain the meaning of a text or translate a language

D True or False? If false, give the correct answer.

1 Helen always helped the suffering people.

2 She came from a rich family.

3 Anne Sullivan was a good teacher of Helen Keller.

4 She died young.

5 Sullivan was taught by Helen.

2025

D True or False? If false, give the correct answer.

1 Helen always helped the suffering people.
2 She came from a rich family.
3 Anne Sullivan was a good teacher of Helen Keller.
4 She died young.
5 Sullivan was taught by Helen.

E Answer the questions.

1 What did the Director do for Helen?
2 How did Helen increase her reading skills at Radcliffe College?
3 What is Helen famous for?

F Find a humanitarian lady in your locality. Write a paragraph in 50 words about what she does for others.

Lesson 4: Two women

A Read the previous lessons (2 – 4) on Begum Rokeya and Helen Keller, and complete the table (1–8) with information from the texts.

	Begum Rokeya	Helen Keller
1 born in	1880	
2 nationality	Bengali (at that time Indian)	
3 family		not rich– source of income cotton plantation
4 physical condition		blind, deaf and dumb

5 education	self educated, learnt Bangla and English from brother	
6 aim in life		to help disabled people to learn
7 achievements		
8 death		

B Now read the completed chart and write one or two sentences for each of the 8 points in the chart. Look at the examples.

Point 1: Begum Rokeya was born in 1880. Helen Keller was ***also*** born in 1880.

Point5: Begum Rokeya was self educated and learnt Bangla and English from her brother. ***But*** Helen Keller got formal education from school and college.

Notice: In point 1, ***also*** is used when the same information is used.

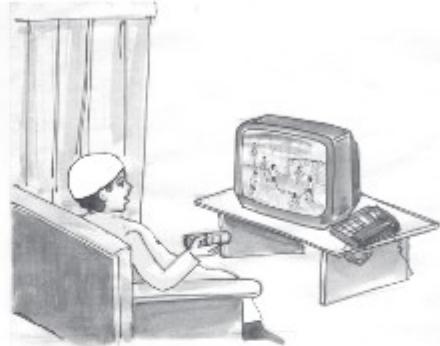
In 5, ***but*** is used when different pieces of information are used.

C Use the information / facts about Florence Nightingale and write a composition about her.

- Born - 1820, Florence, Italy
- Parents - rich - father landlord
- Studied nursing at Nurses' Training Institute, Germany
- First job - in a London hospital
- Went to Turkey with a group of 38 nurses to work for the sick British soldiers during the Crimean War (1853 - 56)
- Worked day and night to help the wounded soldiers
- Returned to England - Title : the Lady with the Lamp by the Times - role in nursing
- Set up Nightingale School for nurses in London
- Died - 13 August 1910

Unit Six

Leisure

Learning outcomes

After we have studied this unit, we will be able to

- ask and answer questions
- read and enjoy poems
- use sounds, stress, and intonation appropriately
- talk about people, places and events
- read and understand texts
- write paragraphs and short compositions

Lesson 1: A Day in Zishan's Life

A Read about Zishan's daily routine.

6:30 am	: wake up
7:00 am	: breakfast
8:30 am—3:00 pm	: madrasah
4:00 pm—5.00 pm	: snack and free time
5.00 pm—6.00 pm	: study with maths / science teacher
6:15 pm—7:15 pm	: study with English / Social Science teacher
7:30 pm—8:30 pm	: homework
8:30 pm	: supper
9:00 pm—10:00 pm	: TV
10:30 pm	: go to bed

On Fridays Zishan does not go to madrasah. But he studies for one hour with his teacher of religious studies. He also studies his madrasah subjects by himself. Often he goes to visit his relatives with his parents.

B Discuss in groups or pairs and answer these questions.

1 How much time does Zishan spend on his studies?

(hints: too much / too little / the right amount of time)

2 Why do you think he spends too much / too little / the right amount of time on his studies?

3 Why do you think Zishan studies on Fridays?

C Look at Zishan's daily routine again and give your opinion about this statement, "All work and no play will make Zishan a dull boy."

D Make your own daily routine. Show in it your free time and the activities you do in that time.

Lesson 2: Leisure

Key words: stare streams

A Read aloud and recite the poem.

Leisure

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad day light,
Streams full of stars, like skies at night.

A poor life this is if, full of care,
We have no time to stand and stare.
[William Henry Davies]

B Make a list of the beautiful things the poet talks about in the poem.

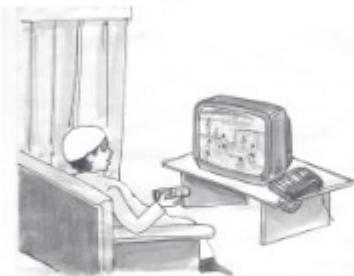
C Read the poem, discuss in groups / pairs and write answers to these questions:

1 Why does the poet think that we have no time to stand and stare?

2 Do you think people often do not have time to enjoy the beauty of nature? Give reasons.

D Suppose you are walking along a path through a wood. There are beautiful trees and flowers on either side of the path. What would you like to do?

Lesson 3: What are they doing?

Key words : glued to upload download messages

A **Work in groups. Look at the pictures and talk about what the boys and girls are doing.**

A

B

C

D

B **Now read the paragraphs and match them with the pictures.**

1 Young children play this game on the ground. The ground is marked by a set of joined squares. Each child throws a stone into a square, then hops (jumps on one leg) and jumps along the empty squares to pick up the stone again. They play this game in turn.

2 Some children are often glued to computers. They download games to play on them. Some also share personal updates on Facebook by uploading posts and pictures.

3 Children often watch football matches of both national and international teams on TV.

4 Children often play football in the madrasah playground.

Note: glued to : giving all your attention to something
upload : transfer information, data to a computer system
download : copy data, information, etc from one computer system to another or to a disk

C Discuss in pairs and answer this question orally.

Which activities mainly take place in cities and which activities mainly take place in villages? Also say which activity or activities can take place both in cities and villages.

D Work in groups. Here is a list of children's activities. Which of them are free-time or leisure activities and which are not? Why are they so?

- studying for exams
- listening to music
- visiting relatives on weekends
- attending music lessons
- reading story books
- going to movies occasionally
- helping parents with housework
- going on a picnic with family or friends
- walking in the park on holidays

E Write answers to these questions.

1 What free-time / leisure activities do you do?
2 Where and with whom do you do your leisure activities?
3 Why do you like or dislike to do your free-time activities?
4 Do you face any problems or difficulties in doing your leisure activities?

Lesson 4: Travelling by train (1)

A Ask and answer these questions.

1 Have you ever travelled by train?
2 If you have, when, where, with whom and why did you go?

B Listen to the teacher / CD and answer the following questions.

Listening text: 7

Tick the best answer.

1 The madrasah is closed for _______ .

a winter.
b summer.
c autumn.

2 Julie is Zishan's _______ sister.

a older
b younger
c cousin

3 Zishan and Julie have finished their ____________ exam.

a annual
b first-terminal
c second terminal

4 Zishan and Julie chat online. This means they talk to their friends _______ .

a on the internet.
b on the telephone.
c in the classroom.

5 Zishan and Julie are getting bored. The underlined words mean

a making friends.
b becoming angry
c feeling tired.

6 Zishan and Julie are getting bored because _______ .

a they are staying in the house.
b they are staying inside their closed room.
c they are busy talking to their friends.

7 What was the wonderful surprise to Zishan and Julie?

a Their second term exam were over.
b They were going to see their grandparents.
c They did not like to go to the village.

C Write a paragraph about what you will do after your first/second terminal exam is over.

Lesson 5: Travelling by Train (2)

Key words : departure empty printout

A Ask and answer this question:
Have you ever looked through the window from a running train? If you have, what did you see?

B Read about a train journey.

Zishan, Julie and their parents Mr and Mrs Arif Khan got into a 1st class compartment at Kamalapur Railway Station. It was the Dewanganj-bound Tista Express. Zishan saw that the departure time on the big time table station was 7:30 am, but the train left at 8 o'clock. However, the train was running quite fast. The children sat by the window beside their parents. The compartment was half empty.

Yesterday Julie had downloaded a beautiful poem on a train journey by **Robert Louis Stevenson** and printed out a copy of the poem. Now while looking out of the windows, she found similarities between the poem and real scenery. She took out the poem and began to read.

Questions

1 Were all the seats in the compartment taken?
2 Where did Zishan sit?
3 Where was the train going?
4 Did the train leave Kamalapur Station late or on time?
5 Where did Julie get the poem from?
6 What was Julie doing from her seat?

Lesson 6: From a Railway Carriage

Key words : hedge ditch charge wink bramble tramp stringing lump glimpse

A Listen, read aloud and recite the poem.

From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And here is the green for stringing daisies!
Here is a cart runaway in the road
Lumping along with man and load;
And here is a mill, and there is a river:
Each a glimpse and gone forever!

[Robert Louis Stevenson]

B Read the poem silently and match the words with their meanings.

Words	Meanings
hedge	attack or rush
ditch	a signal made quickly by closing and opening an eye
charge	hanging
wink	a prickly bush
stringing	a row of bushes or small trees
lump	a look at something for a very short time
bramble	a canal or drain
tramp	move heavily along
glimpse	a homeless and jobless person

C Make a list of things that you can see passing quickly by a running train.

D Make a list of the words and phrases that tell us about how fast the train is running. Examples: *faster than fairies, charging along* etc.

E Listen and read the first two lines with stress.

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;

F How fast can you say?

The rain in Spain stays in the plains.

Lesson 7: Under the full moon

Key words : relaxed laugh one's head off

A Answer these questions.

1 Can you see the full moon from your house or yard?

2 Discuss in pairs or groups and answer this question:

What activities of the moon are noticed in the following stanza?

Slowly silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers and sees
Silver fruit upon silver trees.

[Walter de la Mare]

Note: shoon = shoes
peer = to look closely at something

B Read the passage silently.

It was Zishan's grandparents' house in the village. The night sky was clear. The full moon was shining brightly. All the family members had a delicious supper and sat in the yard. Zishan's cousins, Jahid and Shima, were very excited. They are the same age. They were also studying at a village madrasah. Their grandparents gladly joined them. They were sitting on a bamboo mat. Everybody felt relaxed. They were talking, laughing and joking. The children's voices were the loudest. Jahid described how he played for his madrasah in the Upazila Inter-Madrasah Tournament.

"What sports do you take part in, Zishan?" asked Jahid. Zishan could not answer. There was no playground in his madrasah and around his house. Shima also told them how she won the first prize for 100 metre sprint in her madrasah annual sports. She sang a beautiful *Bhawaiya.* Everybody clapped their hands in delight.

Julie's aunt Mrs Jahanara Khan told some funny jokes that made them laugh their heads off. The family gathering went on far into the night.

C Tick the best answer.

1 What made Jahid and Shima excited?

a the shining of the full moon
b meeting with their cousins
c sitting on the mats
d the delicious supper

2 Everybody was feeling relaxed. This means everybody was

a wearing nice clothes
b talking and enjoying themselves
c having no work to do
d sitting under the full moon

3 Zishan could not reply to Jahid's question, "What sports do you take part in?" because

a he does not like sports.
b his madrasah does not organize any sports.
c sports are not part of examinations.
d his parents don't like sports.

4 Julie's aunt's funny jokes made everybody laugh their head off. Here "laugh their head off" means laughing

a slowly.
b moving their heads.
c loudly.
d with a headache.

D Listen and say these words.

witch	ditch
each	lunch
touch	much

E **Discuss in groups. Write a paragraph about leisure activities at your madrasah and home. Also write who helps you with these activities. If you cannot do any of these activities, write why.**

Lesson 8: The Selfish Giant (1)

Key words : selfish giant gruff trespasser

A **Look at the picture. Answer these questions.**

1 Who do you think these people are?
2 Where do you think they are?
3 Can you guess what they are doing?

B **Read the story silently.**

The family gathering in the yard carried on with laughter and conversations. At one point, the children asked their grandfather to tell them a story. So, he began to tell the tale of a selfish giant who had a beautiful garden.

The Selfish Giant

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers. All around the garden were trees filled

with sweet fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend in a distant land, and had stayed with him for seven years. When he arrived, he saw the children playing in his garden.

'What are you doing here?' cried the Giant in a very gruff voice. The children ran away in fear.

'My own garden is my own garden,' said the Giant. "I will allow nobody to play in it but myself." So, he built a high wall all round the garden, and put up a notice:

TRESPASSERS WILL BE PUNISHED

C Discuss in groups and answer this question:
How do you know that the giant is selfish?

D Have you ever seen any garden or park? Where is it? Describe it using the following clues:

- how big
- trees- flowers and fruits
- play corner
- any other attractions

Note: trespasser : a person who enters somebody's land without their permission

gruff : harsh; unfriendly

Lesson 9: The Selfish Giant (2)

Key words : castle

A Continue reading the story.

The children had now nowhere to play. There were no gardens around and the roads were busy and crowded. After madrasah they used to go round the high wall and talk about the beautiful garden inside. "How happy we were there!" they said to each other.

Q 1 What do you think the children would do now?

Then came the spring. And all over the country there were flowers and there were birds. Only in the garden of the Giant it was still winter. Here no birds were singing and no flowers blossoming. There were only snow and frost and north wind in it.

"I cannot understand why the spring is so late in coming," said the Giant. He was sitting at the window of his big castle and looking out at his cold, dry and lifeless garden. "I hope there will be a change in the weather."

But neither spring nor summer came to his garden.

B Discuss in groups and write an answer to this question:

What happens in a garden in winter?

C Suppose you are one of the children who were not allowed to play in the Giant's garden. In this situation:

1 What would you like to tell the Giant?

2 What do you think the Giant would tell you?

Lesson 10: The Selfish Giant (3)

Key words : perfume sight twitter

A Continue reading the story.

One morning the Giant was lying awake in bed when he heard some lovely music. It was so sweet to his ears that he thought it must be the King's musicians passing by. But in fact, it was only a little bird singing outside his window. Then the north wind stopped and a delicious perfume came to him through the open window. "I believe the spring has come at last," said the Giant. He jumped out of bed and looked out. What did he see?

He saw the most wonderful sight. Through a little hole in the wall the children crept in and they were sitting on the branches of the trees. In every tree there was a little child. And the trees were so delighted to have the children back again that they covered themselves with blossoms. They were waving their arms gently above the children's heads. The birds were flying about and twittering delightfully. The flowers were looking up through the green grass and laughing.

But only in one corner of the garden, it was still winter. There, under a tree, a little boy was standing alone crying. He was so small that he could not reach up to the branches of the tree. The poor tree was still covered with snow, and the north wind was blowing above it.

B Match the words with their meanings.

Words	Meanings
1 awake	a) sweet smell
2 perfume	b) sing in a delightful voice
3 sight	c) not sleeping
4 twitter	d) things / objects that you see

C Discuss in groups or pairs and answer these questions.

1 Why was the little bird singing outside the window of the Giant's castle?

2 What happened to the garden when the spring came at last?

3 Why did one corner of the garden still have winter? What happened there?

Lesson 11: The Selfish Giant (4)

Key words : frightened stretch out knock down fling

A Continue reading the story.

The giant felt sorry as he looked out. “How selfish I have been!” he said to himself. “Now I know why the spring would not come here.”

So, he quickly went out into the garden. But when the children saw him they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the giant coming. The giant quietly came behind him, took him gently in his hands and put him up in the tree. And the tree at once broke into blossom, and the birds came and sang on it. The little boy stretched out his two arms, flung them round the giant’s neck and kissed him.

The other children saw this. They saw that the giant was not wicked any longer. So, they came running back. And with them came the spring. “It’s your garden now, little children,” said the giant. Then he took a huge axe and knocked the wall down. And the people passing by found the giant playing with the children in the most beautiful garden in the country.

[adapted from Oscar Wilde]

B Answer these questions.

1 Why did the giant feel sorry?

2 When did the garden become winter again?

3 Why didn’t the little boy run away?

4 What happened when the giant put the little boy up in the tree?

5 Why did the other children think that the giant was no longer wicked?

6 What happened when the children came back into the garden?

7 Why was the giant’s garden the most beautiful garden in the country?

C Fill in the blanks with the right form of the verbs given in the box.

smile open see stretch out (2) surprise understand meet

Yesterday, I .... a really tall man in our office lift. He was almost seven feet tall— the tallest man I had ever seen. I was .... to see such a tall man, and didn't say anything to him, but he looked at me and .... politely. Then he .... his hands and said hello. I also .... mine, and we shook hands. When the doors of the lift .... , he got out and went towards the manager's office. Later on, I .... him sitting on the manager's chair. That's when I .... that he was our new manager. What a nice and humble man he is!

D Work in pairs to retell the story to each other.

E What do you think is the moral of the story "The Selfish Giant"? Discuss in groups and write the moral in one or two sentences.

Unit Seven

Games and Sports

Learning outcomes

After we have studied this unit, we will be able to

- read, understand and enjoy stories, and other text materials
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- understand and enjoy stories, poems, and other text materials
- write answers to questions
- write short paragraphs and informal letters

Lesson 1: Tales of two players (1)

Key words : striker coach half six madrasah compound talk show quiz

A Look at the pictures. What are they about?

B Read the text. Write the day below each picture.

Every Thursday afternoon Sabbir plays football. He is a striker. He plays for the local Friends Club. Do you want to know what else he does on other days? This is what Sabbir says: "Friday and Saturday are my weekends. On Fridays, I go to my village home. Going home is really a wonderful experience. My mother waits for me there.

In the afternoon, I go cycling with my friends. Sometimes I go for a long walk. Next day I get up a little late. In the afternoon I play *kabadi*. In fact, I was a *kabadi* player during my madrasah days.

From Sunday to Thursday I go to the club at 7 o'clock in the morning. It's the time for our regular practice. So I have to get up by 6 o'clock. Usually on Monday afternoon, the team doctor sees all the players. On Tuesday our coach shows us videos of important matches. We learn a lot from them. On Thursdays when we practise, our team manager watches our performance and keeps a record of that. Then he selects the team for the day. In the afternoon I go to the club at 1 o'clock. I spend some time with my teammates. At 4 o'clock our match begins. We regularly play with other local teams."

C Use the pictures in A to describe Ashish Biswas's week.

Example:
He plays kabadi on Saturday afternoon.

D Answer the following questions.

1 What's your favourite sport?

2 What's your favourite team?

3 Who is the captain?

4 Who is your favourite player?

5 How often do you go to the stadium and watch sports programmes?

Listening text: 8

E Listen to the audio or your teacher and answer the following questions.

1 Who narrates the above story?

2 What is his dream?

3 Where does he live?

4 Why does he consider himself fortunate?

F **Look at the chart. Listen to the teacher/CD again and write the time for each activity in the chart.**

Listening text: 8

Activity	Time
get up	
go jogging	
have a shower	
get dressed for madrasah	
go to madrasah	
come home	
have some light food	
finish study	
go to bed	

G **Does Aslam do these things? Complete the sentences.**

Example:

He **gets up** at 6 o'clock. He **doesn't practise** on Fridays.

1. He ……………………… at four o'clock. (get up)
2. He ……………………… to madrasah by bus. (go)
3. He ……………………… in the morning. (jog)
4. He ……………………… to be a national cricketer. (want)
5. He ……………………… every day. (practise)
6. He ……………………… his practice. (miss)
7. He ……………………… back home at 6 in the afternoon. (get)
8. He ……………………… little time watching TV. (spend)
9. He ……………………… until ten in the evening. (study)
10. He ……………………… Talk Shows. (watch)

H **What do you think about Aslam's life? Do you like him? Why/ why not?**

Lesson 2: Tales of two players (2)

Key words : practise weight lifter opportunity school compound

A Read the text below aloud.

Sabbir and Aslam are two players. I know them for a long time. They are both very close to my family. Sabbir is from a village. Aslam lives in a small town. Sabbir plays football. He doesn't play tennis. Aslam practises cricket but he loves athletics as well. Aslam goes to a local Madrasah. He has opportunities to practise in his Madrasah compound. Aslam practises in his club field. Sabbir has one brother. His name is Abir. He is a weight lifter. Aslam has no brother. He has a sister. Her name is Nusrat. She doesn't like cricket. She is a swimmer.

B Work in pairs. Make questions for Sabbir, Nusrat, Aslam and Abir using the table below. Then ask and answer the questions. Also ask these question to your partner. Use the words in italics to complete the sentences.

you she they he do does

....	....	live in a city? play tennis? like athletics? go to madrasah?
....	....	

C Change your partner. Ask and answer questions about his/her previous partner's sports habit and routine.

Example:
Does Emil play cricket?
Does he practise regularly?

D Do you remember Sabbir, the footballer in the previous lesson? Here is an interview with him. Complete the questions. Use the verbs in the brackets.

2025

Interviewer : Do you practise on Fridays and Saturdays?

Sabbir : No, I don't. That's my weekend.

Interviewer : What ………………… on Fridays? (do)

Sabbir : I go to my village home.

Interviewer : ………… anyone ………………there now? (live)

Sabbir : Yes, my mum lives there. She waits for me.

Interviewer : What ……………… she do there? (do)

Sabbir : She is a social worker.

Interviewer : When………… practice everyday? (start)

Sabbir : I start practising at 7 from Sunday to Thursday.

Interviewer : How ……………. your free time? (spend)

Sabbir : I play *kabadi*, go cycling, or take long walks with my friends. Sometimes I chat with my mum.

Interviewer : When ………… back from your village? (come)

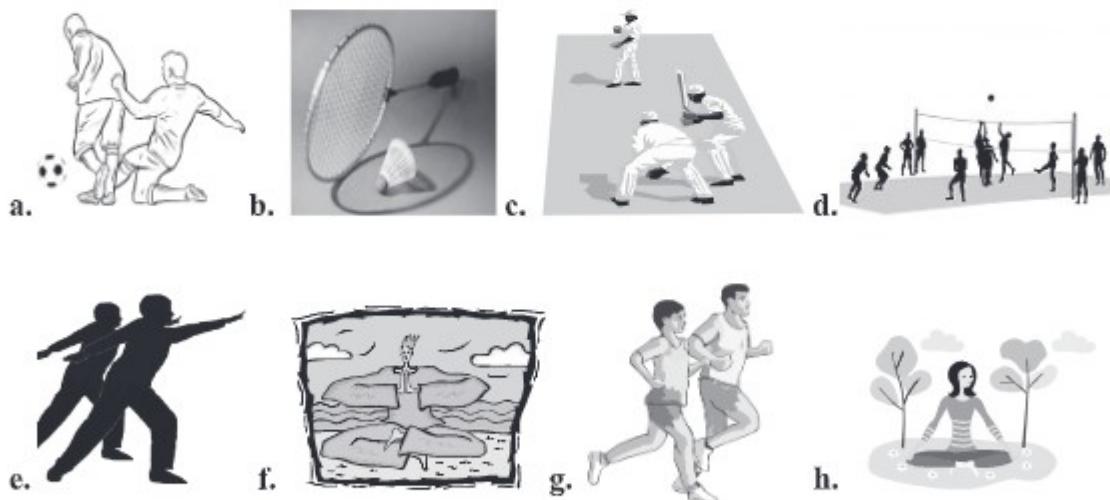
Sabbir : On Saturday evening.

E Make a few more questions and answers for this interview. Work with a partner. Act out the interview.

F Choose a sports star. Make six questions to ask him/her. Use the words in the box below. Then act out the interview with a partner.

How	What	When	Where	Do	Why

G Make a personal fact file to talk about a day in your life. Answer the questions.

1. What time do you get up?
2. What do you have for breakfast?
3. How do you get to madrasah?
4. What games or sports do you play? Why?
5. Who is your favourite sports star?
6. When do you go home from madrasah?
7. Do you go home at the same time everyday?

8 What is the first thing you do when you get back home?
9 How long do you watch television each day?
10 What's your favourite programme?
11 How often do you go out with your friends?
12 Where do you go? What do you do together?
13 What time do you go to bed?
14 What is your dream for the future?

H Work in pairs. Ask and answer the above questions. Keep a record of your partner's answers and write a paragraph about him or her on the basis of your record. Start like this ....

Moon (partner's name) gets up at 7 o'clock in the morning. Then she has breakfast. She eats two pieces of chapati and a portion of vegetables. Sometimes she eats a banana and drinks a glass of milk. She…………………..

Lesson 3: What games and sports do you like?

Key words: aerobics yoga jogging middle-aged

A Talk about these questions.

1 Do you know what games and sports these are?

2 Do men and women in our country enjoy any of these games or sports?

3 Do you enjoy any of these or other games and sports? Which one/s?

4 Which of the above sports are commonly practised by women in your locality? Which ones are practised by men?

B Work in pairs. Which of these activities are popular with the following age groups? Tick (√) the activities. Then compare with your partner and make sentences.

(There can be more than one activity for each group.)

	children	**teens**	**young adults**	**middle-aged people**	**older people**
aerobics					
baseball					
bicycling					
football					
swimming					
tennis					
yoga					
jogging					

Examples:

A: I think aerobics is popular with teens.

B: And with young adults too.

C Pairwork. Take turns asking the questions in part A of the above exercise. Give your own information while answering.

D Listen to the statements and notice how the bold part of a word is pronounced.

I hardly `**ev**er go for a walk in the `**mor**ning.

I `**o**ften go `**swim**ming on `**Fri**days.

I `**sel**dom do `**yo**ga.

E Work in pairs. Take turns to say about your exercise habits using a word given in Section D.

Lesson 4: Sports personalities

Key words : stout attractive boring energetic manly entertaining interesting smashing successful sober dependable unattractive slim smart

A **Look at the pictures. Who are they? What are these people famous for?**

B **Read the following words. Use them to describe each person above.**

stout, attractive, energetic, strong, young, middle - aged, old, manly, entertaining, interesting, smashing, successful, great, sober, slim, smart

C **Some of the words in the box above have opposite meanings. Work in pairs and write the opposite words against them. The first one is done for you.**

stout *slim*

D **Read the text on the great Brazilian footballer, Pelé.**

Pelé is widely regarded as one of the greatest football players of all time. In 1999, he was voted *Football Player of the Century* by the IFFHS. IFFHS stands for International Federation of Football History and Statistics.

In 1999 the International Olympic Committee (IOC) named Pelé the "Athlete of the Century". In his career he scored more than 1200 goals. Thus he has become the top scorer of all time. In his own country, Brazil, Pelé is a national hero. People call him "The King of Football", "The King Pelé" or simply "The King". He is the all-time leading scorer of the Brazilian national team. He is the only footballer to be a part of three World Cup winning squads and the only player in the world to have three World Cup winning medals.

E True or false? If false, give the correct information.

1 In 1999 Pele was voted *Football Player of the Century* by IOC.

2 In the same year, Pele was honoured as the Athlete of the century.

3 He is one of the top scorers in the football world with more than one thousand goals.

4 Pele is an international hero in his country.

5 He is one of the football players with three World Cup winning medals.

F Now read about Maradona, another world-famous player, completing the text with the right form of verbs given in the box. You may use a word more than once.

prove play become vote win be captain spend

Diego Armando Maradona was born in a poor family and .... his childhood in a slum. However he .... his football talent at the age of ten only. Now he .... considered the greatest football player of all time. He .... the FIFA Player of the Century too. He .... in four FIFA World Cup tournaments in 1982, 1986, 1990 and 1994. In 1986, he .... Argentina and .... the World Cup. He .... the tournament's best player in 1986 and won

the Golden Ball. His second goal with England in 1986 was………….. the Goal of the century. In that match, he dribbled through six English players to cross 60 metres (66 yards). He also ……..…… the Golden Ball at the FIFA under 20 World Cup in 1979. In 1990, Argentina …… the runner up in the World Cup under his captaincy too. This is why Maradona ....a living legend not only in Argentina but also in the whole world.

Lesson 6: Our winners in the global arena

Key words : amazing individual grab dedicate

A. Read the following article published in The Kathmandu Post about the historic win of Bangladesh in SAFF U-20 Championship football tournament.

Bangladesh maul Nepal to win maiden SAFF U-20 Championship crown
Published on: August 28, 2024

Bangladesh wrote a new chapter in South Asian football history on Wednesday as they defeated hosts Nepal 4-1 in the final at the ANFA Complex in Lalitpur to win their maiden SAFF U-20 Championship title.

Mirajul Islam scored a brace, Rabby Hossen Rahul added the third and Piash Ahmmed Nova rounded off a ruthless victory with their fourth goal as the Bengal Tigers finally got hands on the trophy nine years after the inception of the championship.

Backed by home support, and with defending champions India already out of the competition, Nepal started as strong favourites—having also beaten the Tigers 2-1 in the group stage—and were looking to reclaim the throne.

But Urjan Shrestha's side were so wasteful and took too lightly a Bangladeshi team that had undone India in the semi-finals.

Nirajan Dhami was the biggest threat to Bangladesh in the first half, constantly bullying the opponents' post with his long rangers.

Bangladesh scored their first goal in the injury time of the first half with a clinical freekick from Mirajul, whose shot from just outside the edge of the box hit the upright before finding the net.

The lead injected so much energy into Bangladesh that they were all over Nepal after the restart.

Although Nepal pressed for equaliser immediately, it was Bangladesh who proved to be a better team with their second goal in the 55th minute thanks to Mirajul. Mirajul scored four goals to top the goal-scoring tally in the championship.

The two-goal deficit soaked all the life out of Nepal and Bangladesh took full advantage of it, adding another goal in the 71st minute scored by Rahul.

Samir Tamang gave some hopes of a fight back, reducing the deficit in the 80th minute with a free header.

Nova then put the final nail in the coffin, sending the ball through the legs of Shekh in the sixth minute of stoppage time.

Mirajul was declared the most valuable player of the tournament, while Asif won the best goalkeeper award.

Nepal received the fair play award.

Bangladesh U-20 team coach AKM Maruful Haque dedicated the trophy to "the heroes and their souls who sacrificed their lives for the sake of a new Bangladesh."

"I hope this championship will inspire the nation to reform Bangladesh," he added.

[Abridged]

B. Find the meanings of the underlined words and phrases from the article using a dictionary or the internet. Match the words/phrases in the left column with their meanings in the right column.

1. maul	a. to change or improve something
2. scored a brace	b. the beginning
3. ruthless	c. a goal that levels the score
4. inception	d. lack or shortage
5. undone	e. a final blow
6. bullying	f. to hurt badly
7. injury time	g. efficient and effective
8. clinical	h. defeated
9. injected	i. extra time
10. equaliser	j. scored two goals
11. deficit	k. added or introduced
12. nail in the coffin	l. harming or scaring someone
13. fair play	m. without mercy or pity
14. reform	n. following the rules and being honest

C. Answer the following questions in pairs.

1. How many goals did Bangladesh score against Nepal in the match?
2. Who scored the goals?
3. Did Nepal score any goals? If yes, who scored it?
4. To whom did the Bangladesh coach dedicate their team's win?

D Read and listen to the teacher/ CD. As you listen, fill in the gaps in the text with the right words.

Listening text: 9

FE The Financial Express

VOL 2020 NO 311DA 1589 | Dhaka, Wednesday February 3 2010.

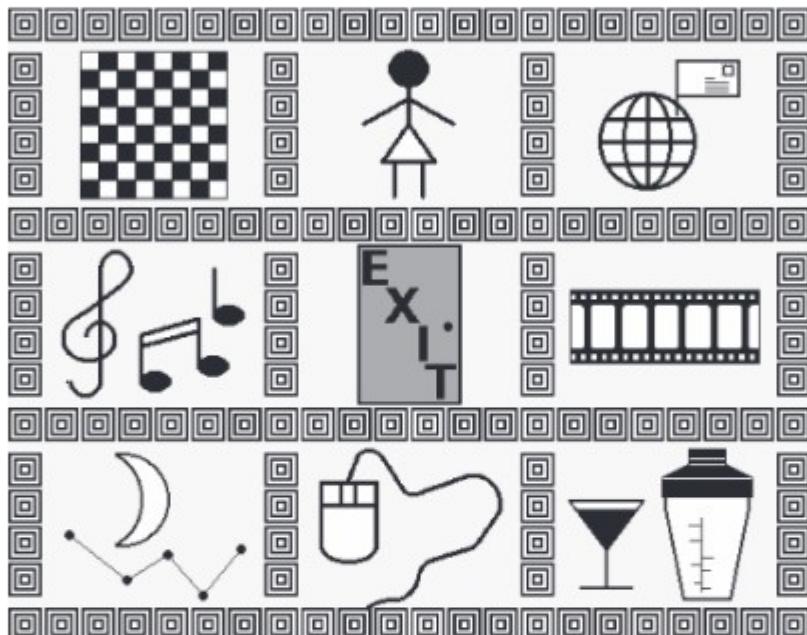
Bangladeshi shooters clinched both the ………………….. and ……..……………. gold medals in the women's 10-metre Air Rifle ………….. of the 11th South Asian Games on the opening day of the ……………….. at the National Shooting Complex in Gulshan Tuesday, reports UNB.

Bangladesh shooting team comprising Sharmin Akhter Ratna, Syeda Sadia Sultana and Tripti Dutta grabbed the team event's gold medal ……………. total 1191 out of 1200. Sharmin Akhter Ratna ………………398, Syeda Sadia Sultana scored 397 and Tripti Dutta scored 396 on the way to win the team gold.

Sharmin Akhter Ratna also ……………… the individual gold medal of the same event scoring 499.4 out of 500 - the best ever score by any Bangladeshi shooter. Her teammate Syeda Sadia Sultana earned a silver medal scoring 498.3 in a keenly contested …………………

After winning the first shooting gold, Sharmin Akhter Ratna said, "I am very much happy to …………. the gold. We proved our potential in shooting, now we are looking for the Olympic gold."

Sadia said, "I am so happy. It gives me immense ………….. to bag the gold in the event. Now it is time to look …………..." With this success, both expect gold in the upcoming Olympic Games. The two shooters ……………. their medals to their parents as well as the people of Bangladesh.

E Suppose you are going to take an interview of the golden girls of Bangladesh. What questions will you ask them?

1 ……………………………………………………………
2 ……………………………………………………………
3 ……………………………………………………………
4 ……………………………………………………………
5 ……………………………………………………………

Unit Eight

Likes and dislikes

Learning outcomes

After we have studied this unit, we will be able to

- take part in simple language games
- read and understand texts and dialogues
- listen to and understand conversations on familiar and everyday topics
- ask and answer questions about likes/dislikes
- complete guided and semi-guided writing tasks

Lesson 1: I like folk songs

Key words : chess photography fish cutlet classical music folk song pop music adore (v) bloom (v)

A Play this game in pairs. Take turns asking and answering questions. Ask and answer as many questions as you can in five minutes to find similarities between your and your partner's likes. For each similar liking your pair will get one point. Add up your points when the game is over. The pair having the highest points is the winner. Use the following clue to play the game:

A: I like ice cream. And you?

B: I like ice cream too. (One point)

B: I like playing chess. And you?

A: I don't like playing chess. (No points)

B Read the dialogue between A and B silently. Underline the words that express liking/disliking. Then act out the dialogue in pairs.

A: Hello. How are you doing?

B: I'm OK. I've just finished a course on photography.

A: Great! Did you like the course?

B: Yes, I loved the course so much! You know, I like photography a lot. How about you? What sorts of things do you like?

A: I don't like photography but I like fishing. I went fishing to a nearby village last week. Did you ever go fishing?

B: Errr. I like eating fish. I actually love fish cutlet. But I don't like to go fishing. It's hard to wait for hours looking at the water!

A: That's right. You need to have patience. I enjoy fishing. It's really exciting when you catch a fish after hours of waiting. Would you like to come with me next time?

B: I'm not sure. But I would love to taste fish cutlet.

A: Well. I'll certainly invite you to come to my place and enjoy fish cutlets with me.

B: Thank you. Sounds great! Thanks!

C Now read about Kobita, a class 7 student of Sundarpur village. What does she say about her likes/dislikes?

Hello, I am Kobita. I am a class 7 student of Sundarpur Dakhil Madrasah. I like listening to music in my free time. I like folk songs but I don't understand classical music that much. However, my father likes classical music very much, but he doesn't like pop music. He never watches pop musical programmes on TV. He says he hates them because they don't appeal to emotions. My favourite singer is Farida Parvin. I like her songs very much. She has a wonderful voice. I also like gardening. I have planted many flowers in my garden. When the flowers are in full bloom, I love to watch them. I'm very happy about the flowers that I grow. I just adore them!

D Ask and answer the questions in pairs.

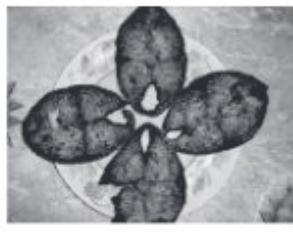
1 Why doesn't Kobita like classical music?
2 What does Kobita's father think about pop music?
3 Who is Kobita's favourite singer? Why does she like her so much?
4 What does Kobita think about her garden?
5 What does the sentence"I just adore them!" mean?

E Now make five sentences about what you adore, love, like, don't like and hate.

F Study the table below. In pairs use the table to ask and answer questions to talk about your and your friend's likes/dislikes.

I	like	juice. football. Bangla movies. fried rice.
I	do not/ don't like	
You	like	
You	do not/ don't like	working in the kitchen. going to cinema. watching cricket. reading stories.
He/She/Raju	likes does not/ doesn't like	
They/ Girls	like do not/ don't like	

Lesson 2: Kobita's village

Key words : vocational theatre stage (v) children's classics
perform (v) borrow (v) frequent
load shedding delicious bitter gourd

A Make questions from the table. Then ask and answer them in pairs. Find how many of you like/dislike each of these five things.

Do you like	watching cricket on TV? reading ghost stories? eating pineapples? doing mathematics? getting up early?

B Read about Kobita's village. Then discuss in pairs what you like/dislike about her village.

The name of Kobita's village is Sundarpur. It is a small village on the bank of the river Kalini. The beautiful river flows through the village. There are one Dakhil Madrasah, three primary madrasahs and one vocational training centre in this village. Kobita and her friends take computer lessons at this centre. There is a theatre club and a small library too. Kobita can borrow books from the library. She borrows books on history, poetry and children's classics. The theatre club stages plays regularly. Last month Kobita enjoyed the *Mohua* drama dance performed by the theatre club. The village has a bazar on the river side. This is a very noisy and dirty place. Kobita never goes to the bazar. The village roads are also narrow and dirty. Although there is electricity in Sundarpur, the villagers experience frequent load shedding in summer.

C Look at the food that Kobita usually eats at home. In pairs match the names of the food items given below with the pictures.

1.............................. 2. .... 3...

4................................. 5. .... 6...

bitter gourd	fish fry	chapatti
singara	egg fry	mashed potato

D Now, discuss which of the foods above you like or dislike. Follow the example below:

A: Do you like French fries?

B. Yes, I do. They're delicious!.

A: Do you like dried fish?

B: No, I don't. I can't stand the smell.

Lesson 3: Paul visits Sundarpur

Key words : volunteer arsenic poisoning green coconut

A In pairs, tell your partner the names of four things- one thing you like, one thing you dislike, one thing you love and one thing you hate. But don't tell him/her which ones you like, dislike, love and hate. Your partner guesses which one you like/dislike/love/hate. Follow the example given below.

A: Mathematics, washing clothes, rain, dry fish
B: You like mathematics.
A. You're right.
B: You love washing clothes.
A. That's not right.
B: Then you love rain and hate washing clothes.
A: Yes.
B: And you dislike dry fish
A: Right. My turn now!

B Paul is a young volunteer of an international NGO in Bangladesh. He visits Sundarpur to talk to the villagers about arsenic poisoning. Read the passage to know about his visit.

Paul went to Sundarpur Dakhil Madrasah to meet the teachers and students there. He was warmly greeted by all. He quite enjoyed the green coconut drink that was served on his arrival. He gave a short lecture to the students and explained how they would fight against arsenic poisoning. Paul also answered the questions asked by some students. He liked most of the questions. He also took some pictures with the students. He always took his camera with him. He loves photography.

As he was taking leave, all the students followed him up to the madrasah gate. The teachers wanted to hire a rickshaw for him. He does not like riding rickshaws. He is used to walking short distances on foot and likes getting some exercise. So, he did not mind walking towards the local Union Council Office.

C In pairs, discuss the following questions.

1 Why did Paul go to Sundarpur Dakhil Madrasah?
2 Did Paul like the students and teachers of the madrasah?
3 How was Paul entertained at the madrasah on his arrival?
4 What did Paul talk about to the students of the madrasah?
5 Why doesn't Paul like riding rickshaws ?

D **Read the statements about Paul's likes/dislikes and replace the underlined parts of each sentence with phrases given in the box.**

1 Paul quite likes the green coconut drink.
2 He didn't mind walking along the village roads.
3 He loves taking pictures.
4 He hates sitting idly in a rickshaw.

really dislikes	did not dislike	very much enjoys	really likes

E **Write your likes and dislikes in the grid below. Then compare your completed grid with a partner.**

Things I really like	Things I like
• .... • .... •	• .... • .... • ....
Things I dislike	Things I really dislike
• .... • .... •	• .... • .... • ....

Lesson 4: Paul visits Kobita's house

Key words : sip (v) baggy trousers reluctant magazine dish dessert chopped skip (v) taste

A **In pairs, partner A thinks of something s/he really likes/dislikes and tells partner B about this through miming. partner B tries to guess what partner A wants to tell. Take turns as partner B mimes and partner A tries to guess.**

For example, partner A may do the miming of picking a cup from the saucer, sipping tea from the cup and then making an expression of disliking to show that he really dislikes having the tea.

B **Read the following text about Paul's visit to Kobita's house and answer the following questions.**

Paul went to meet Kobita and her family the next day. He was in his blue trousers and a grey T-shirt. Kobita's mother, Ms Shahana was a shy woman and she was reluctant to come in front of Paul. But Paul greeted her warmly in his newly learnt Bangla, "Kemon achen?". Ms Shahana loved hearing a foreigner speak in Bangla. She welcomed Paul to her house. Kobita started talking to Paul. She wanted him to write something for her madrasah magazine. As they were talking, Ms Shahana prepared quite a number of Bangladeshi dishes. She served him lunch at noon. Paul had plain rice, chicken curry, fish bhuna, dal and salad for lunch. He liked the tastes of all those delicious items except the dried fish *bhorta*. He is afraid of hot chillies. He also does not like eating fresh onions. So he skipped the mashed potato which had chopped fresh onions in it. But Paul became very fond of the dessert made of rice, gur, milk and coconut. He also enjoyed drinking tea made of fresh cow milk. Paul thanked Kobita and Ms Shahana for the lunch. In fact, he was tired of having vegetables and fried eggs for the last few weeks. He hates eating the same food for weeks. So he enjoyed the tastes of a variety of Bangladeshi dishes.

Questions

1. What did Ms. Shahana love about Paul when she first saw him?
2. Which two items of food did Paul skip while having lunch?
3. What item of food did Paul especially like?
4. What has Paul been eating for the last few weeks? Did he like eating them?
5. Why do you think Paul visited Kobita's house?

C **Read the expressions of liking and disliking taken from the passage in B. First, complete the sentences. Then, arrange the sentences in order of 'liking very much' to 'disliking very much'.**

1) Paul likes ……………..
2) He is fond of …………………
3) He enjoys ………………..
4) He loves ……………..
5) He doesn't like ……………..
6) He is afraid of ………………
7) He hates …………………..

D **Now write a true sentence about yourself with each expression and compare your sentences with a partner.**

Lesson 5: Paul and his family

Key words : shuffle (v) feed (v) rabbits sandwiches spider fly insects bush relax run

A Write five sentences on one piece of paper describing what you really like, don't really like etc., but don't write your name. Your teacher will collect the pieces of paper from all students. He/she will shuffle and give them back to you all. When you have received the piece of paper written by some other student, read it and guess who could be the writer.

B Now, read the article that Paul has written for the school magazine of Sundarpur High School about his childhood memories.

Hello, dear readers. I'm Paul. The boy that you can see feeding a rabbit in this picture was me when I was a little kid. Today, I'm going to tell you how I spent my childhood days, and what my family and I liked and disliked.

My family and I loved going to the park on weekends. We liked having picnics there. My sister and I liked to watch the animals. My mother made simple sandwiches for us because both my mother and father hated cooking on picnic days. My sister and I loved playing around the park and feeding the animals. I didn't like sitting on the grass and doing nothing for hours. My parents liked to watch us play while they talked. We all liked going to the park because we loved being outdoors and feeling free. We could relax there and listen to the birds singing. We also enjoyed watching the little rabbits running around.

We could play as much as we wanted, but my father got angry if we went near the bushes. He didn't like letting his children go too far out of sight. Sometimes, when we went too far away, my mother called us back. She used to tell my sister that she had seen some spiders near the bushes. My sister was afraid of spiders. She still hates them. I'm not afraid of spiders, but I don't like flies. I just can't stand those little insects.

C Fill in the table below against each thing/activity. Use the words *likes/ doesn't like/loves/hates* appropriately under each member of Paul's family. Two are done for you.

Thing/activity	Paul	Sister	Mother	Father
making sandwiches			likes	
cooking				hates
watching animals				
spiders				
flies				
sitting idly on grass				
watching others play				
watching animals				

D Now write sentences using the table about people in Paul's family and your family. The first two are done for you.

1. Paul likes watching animals. I like watching animals too.
2. His sister hates spiders but my sister does not hate them.
3. (Continue)

E Use the clues to write questions and answers about likes/dislikes.

1. **Mr. Jabbar works with computers.**

   Q: (like) Does Mr. Jabbar like working with computers?

   A: (Yes, love) Yes, he loves working with computers.

2. **Rabiul goes shopping at the weekend.**

   Q: (like) Does Robiul like going shopping at the weekend?

   A: (No, hates) No, he hates going shopping at the weekend.

3. **The students watch cricket.**

   Q: (like) ……………………………………………….. ?

   A: (Yes, like) ……………………………………….

4. **Rezina goes to the doctor.**

   Q: (Like) ……………………………………………….. ?

   A: (No, not like) ………………………………………..

5. Your sister watches films.

Q: (Like) ……………………………………………….. ?

A: (Yes, love) ……………………………………………….

6. We waste our time.

Q: (like) ……………………………………………………?

A: (No, hate) …………………………………………………

7. They donate money to the poor.

Q: (like) …………………………………………………….?

A: (Yes, love) ………………………………………….

F **Look at the grid below. It shows the likes and dislikes of four people. First tick the boxes to show your liking. Now write sentences about what you and the people in the grid like and don't like. One is done for you.**

	Turja	Rubana	Roxana	Tumpa	You
Listen to music	✓	✓		✓	
Study English		✓	✓		
Draw pictures		✓		✓	
Read story books	✓		✓		

1. **Turja likes listening to music and reading story books but he doesn't like studying English or drawing pictures.**

2. Rubana ……………………………………………………………
3. Roxana ……………………………………………………………
4. Tumpa ……………………………………………………………
5. I …………………………………………………………………...

Unit Nine

Climate change

Learning outcomes

After we have studied this unit, we will be able to

- read and understand texts
- talk about climate and environment
- ask and answer questions
- take part in role-plays
- write short guided and semi-guided sentences and passages

Lesson 1: Planet Earth in crisis

Key words : uncomfortable idle all day long climate shift (v) temperature climb (v) survive (v)

A Read the text and the conversation.

Samina is in class 7 and Arif in class 6. They both felt very uncomfortable the other day. It was just the beginning of March. And the day was very hot. In the small town of Sherpur, summer had come with all its heat and warmth. Samina and Arif had nothing much to do. While sitting idle on the veranda, they saw their uncle, Anwar coming to them. Anwar works at an NGO called Save the Earth. Samina and Arif started talking to their uncle about weather and climate.

Anwar : Children, why are you sitting idle here? You look very unhappy!

Sabina : Uncle, it's so hot all day long.

Arif : And there is no electricity. We can't use fans.

Samina : We can't watch television either. Uncle, why is it so hot now?

Anwar : In fact, we've an early summer this year. It's been happening for the last four or five years. Seasons are shifting.

Arif : What's shifting, Uncle?

Anwar : Summer usually starts from April. But this year it has started in March.This moving from April to March is a shift or change.

Samina : Why do seasons shift, Uncle?

Anwar : Well! it is because of climate change. And many things are happening on this earth due to climate change. For example, seasons are shifting, temperatures are climbing, and sea levels are rising. If things go on like this, our Planet Earth will be in danger.

Samina :Uncle, what will happen if the earth is in danger? How will we survive on this earth?

Anwar :Well….. I am going to give you a booklet now. Please read it and you'll know more about climate change.

Samina & Arif :Thank you, Uncle. We will certainly read it.

B Choose the right answer.

1 Which one of these is an example of climate change?

- a a long day
- b a windy day
- c a hot summer day
- d a sunny day

2 What does 'climbing' mean in the statement "temperatures are climbing"?

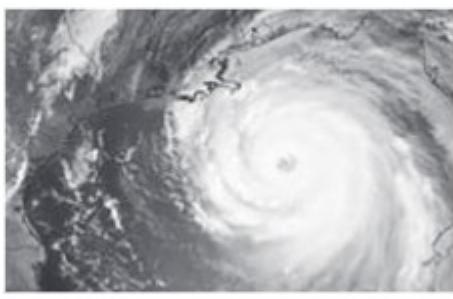
- a shifting
- b going up
- c being in crisis
- d surviving

3 If things go on like this… In this sentence 'go on' means

- a to go places
- b to change times
- c to walk fast
- d to continue

4 How did Samina and Arif react to what Anwer said about climate change?

- a They showed no interest.
- b They became afraid of going out alone.
- c They wanted to know more about climate change.
- d They agreed to attend a lecture on climate change.

C Now look at the six pictures that Samina and Arif saw in the booklet. All these pictures are about the dangers caused by climate change. Choose a caption given in the box to match each picture.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

a	Drought in north Bengal
b	Wildlife at risk of extinction
c	Stronger cyclone and tornados
d	Rising sea-level at Cox's Bazar
e	Flooding of rivers in monsoon
f	Higher temperature

D Discuss this question in pairs.

Which of the above dangers are you afraid of the most? Why?

E Make a list of two other dangers of climate change that might occur in your locality.

Lesson 2: What happens in Bangladesh?

Key words : prolonged adverse water logging landslide spell crop salinity coastal deforestation

A Samina and Arif are very upset to read about the effects of climate change. They are more curious to know what will happen in Bangladesh. Read the following text to know about this.

Bangladesh is already experiencing the adverse impacts of global warming and climate change. Summers are becoming hotter and the monsoon is irregular. There are untimely heavy rainfalls causing water logging and landslides. Among other impacts are frequent floods, river erosion and crop damage due to drought, prolonged cold spells, salinity of water in the coastal areas etc.

Climate change has already started bringing disasters to Bangladesh. We remember the damage caused by the Aila in 2009. Climate change victims are increasing in number every day. The number of families and villages that lose their homes permanently to rivers every year is one of the highest in Bangladesh. An increasing number of people are suffering damage or loss to their property and some time life due to disasters caused by climate change. Following the climate change, the river bank and coastal erosion are increasing at an alarming rate. It is estimated that a 45-centimetre rise of sea-level will flood almost 10.9 percent of our territory and will make 5.5 million people of our coastal regions homeless.

B Tick the best answer.

1. **One outcome of climate change in Bangladesh is**
   a summers are becoming shorter.
   b summers are becoming milder.
   c the monsoon is becoming irregular.
   d the cities are getting larger.
2. **The cyclone that hit Bangladesh in 2009 is called**
   a Hurricane.
   b Sidr.
   c Aila.
   d Nargis.
3. **It is likely that 10.9 percent of Bangladesh will go under water if the sea level rises to**
   a 40 centimetres.
   b 45 centimeters.
   c 35 centimetres.
   d 50 centimetres.
4. **The phrase 'coastal region' means an area**
   a with deep forests.
   b of dry lands.
   c with a huge population.
   d close to the sea.
5. **The phrase 'prolonged cold spells' means**
   a long duration of cold waves.
   b long gap between two winters.
   c longer nights during winter.
   d delay in doing something due to cold.

C In small groups discuss these questions.

1 Which animals in Bangladesh are in danger of extinction? What do you think we should do to protect these animals?

2 What problems do you think deforestation can cause in Bangladesh?

D Write five slogans to make people aware of the problems of climate change. Two are done for you.

1 Good environment is good health.

2 Air pollution causes health hazards.

3 …………………………………………………………………………..

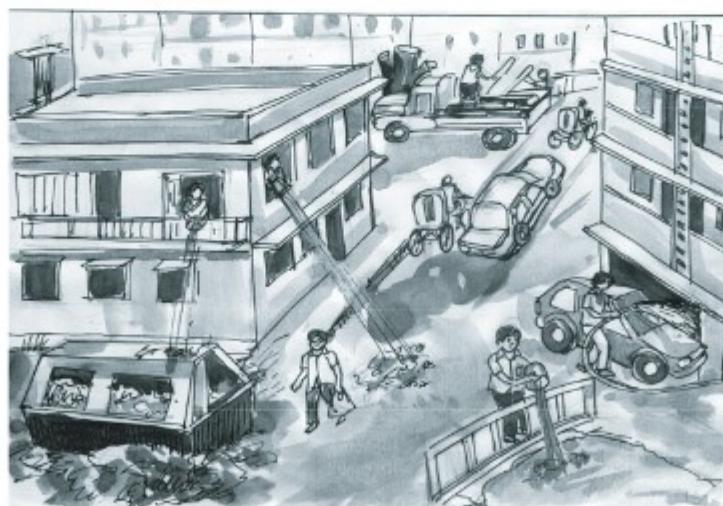
4 …………………………………………………………………………..

5 …………………………………………………………………………..

Lesson 4: What can we do?

Key words : lifestyle, air-conditioning, dairy products, tackle, keep off (v), rechargeable

A Samina and Arif now read about the things they can do to help stop global warming. Read the passage to know about what we can do.

It is easy to understand now that the global warming and climate change are caused by humans on earth. If we make least use of energy, the earth will be least polluted. The golden rule is, 'Avoid machines as much as possible'. If your family has a car, use it less and walk to the shops. Walking and running are much more fun than sitting in a car. You may use bicycles too. You can save energy by changing your lifestyle. For example, you can often avoid the air-conditioning in summer and use hand fans instead. You can also use solar energy. It is free and more environment friendly. You can use energy-saving bulbs in your room. If you make a garden, you can grow much of your own food. Do you know that if you eat fewer meat and dairy products, you can reduce greenhouse gas output? You can also save the environment by reducing, reusing and recycling the things you use. The most important idea is if you don't buy so many things in the first place, you don't need to reuse or recycle them.

You can also save energy by turning things off when you don't use them. People often leave lights, heating, air-conditioning, computers, TVs and gas burners on when they do not use them. Thus, they waste a lot of energy. Turning them off saves money too!

So, you can tackle climate change and live comfortably. There is plenty you can do. If we all work sensibly, we can save our lovely planet.

B Match the sentence parts in A with those in B.

A	B
1. If I have shorter showers I will	a. will keep me warm in winter.
2. I can help keep cars off the road	b. the waste I make.
3. When I leave a room I can save energy by	c. choose products with less packaging.
4. Putting on a jumper instead of the heater	d. plants that are good for environment.
5. Plastic bags harm wildlife, instead I can	e. use rechargeable ones.
	f. use bags made of jute or paper.
6. I can dry my hair in the sun	g. turning the light off.
7. I can reduce, reuse, and recycle	h. help save water at home.
8. In my garden, I should plant	i. by walking to madrasah and shops.
9. When I am shopping, I should	j. without using a hair dryer.
10. Batteries are highly toxic, if I need to use batteries I can	

C The people below are taking care of their home and car, but they are doing many things that can damage the environment, especially our water. Identify the activities which you think may damage our environment.

D Look at the list of Dos and Don'ts to keep the environment safe. Then make a poster in groups on what you can/can't do to save the environment in your city, town or village.

Dos	Don'ts
• Walk to your madrasah and shops. • Dry your clothes and hair in the sun. • Plant trees. • Use water from a bucket to wash your things. • Use jute or paper made bags for shopping. • Use rechargeable batteries. • Switch off your lights and fans when not in use.	• Don't use cars if you can walk. • Don't keep your lights and fans switched on all the time. • Don't use hose pipes for washing cars and watering plants. • Don't throw away your wastes here and there. • Don't use plastic bags. • Don't use electric dryers. • Don't cut down trees.

Now write a few slogans for a poster using the following clues:

1. Don't throw your wastes ………………………………………………… .
2. Do not use ………………………………… bags while shopping.
3. You can not use too much water for ………………………… .
4. People must use ………………………… .

(Continue)

2025

Sample Question for Grade 7
(From 2017)
English Paper One
Full Marks: 80
Time: 3 hours
Section A: Reading (Total Marks 40)

1. Read the text first and then choose the best answer to the following questions from the alternatives given. You do not need to reproduce the whole chunk of the answer. Only the corresponding number of the answers will do.

Shahana's husband Mr Zamil Huda works in a company office. His firm has a vacant position. On several days he told Shahana, "I want you to apply for the post." But Shahana said, "Please don't insist. I'm joining the local high school as a teacher." "What do you find in a teaching job, Shahana? I don't want you to do it." Her in-laws were also on his side. Yet, Shahana joined the school against the will of the family.

Weeks and months went by. Everyday Shahana helps with the household work. Every day she works hard to prepare her lessons. Every day she goes to school, teaches her students, and helps both weak and bright ones. They often come to her in the teacher's room, in the corridor, and even on the road, and talk to her about any academic or personal problems.

Within a year Shahana becomes a very good teacher. Students give her *salam* where ever they see her. Teachers, even the Headteacher, admire her. Parents and other people in the community come to see her at home and at the school and pay her great respect.

One day her husband said, "You have opened my eyes, Shahana. Teaching is more than a job. I didn't know it. Congratulations!"

"Thank you," she smiled.

"Tell me Shahana, how you could be such a great teacher!" Zamil wanted to know.

"I don't only teach my subject, I care for my students. I love them. I myself demonstrate good behaviour and inspire them to be good. That's all I do," replied Shahana.

Now choose the correct answer to each question from the alternatives given and write the corresponding number of the answers in your answer script. 0.5x10=5

1. His firm has a vacant position. Here 'firm' means?
   a. school
   b. workplace
   c. culture
   d. workshop

2. Which one of the following words has a similar meaning of 'vacant'?
   a. newly
   b. tasty
   c. guilty
   d. empty

3. But Shahana said, "Please don't insist." What does 'insist' mean?
   a. inspire
   b. request
   c. refuse
   d. force

4. Her in-laws were also on his side. What does 'in-laws' mean?
   a. lawful relatives
   b. loyal relatives
   c. relatives by marriage
   d. distant family members

5. They often come to her in the teachers' room, in the corridor, and even on the road … . Here 'corridor' means
   a. passage

b. room
c. field
d. market

6. Teachers and even the Head Teacher admire her. The meaning of the word 'admire' is
   a. honour
   b. dislike
   c. fight
   d. blame

7. At the beginning Zamil was
   a. in favour of his wife's decision
   b. against her wife's decision
   c. respectful of his wife's decision
   d. curious about her wife's decision

8. Zamil congratulated his wife later because
   a. Shahana earned a lot
   b. Shahana gave him salam
   c. everyone respected Shahana
   d. students came to see her

9. What was Zamil's reaction to see his wife's success?
   a. Teaching is helping others.
   b. Teaching can't give anyone anything.
   c. Teaching is showing good behaviour.
   d. Teaching is more than a job.

10. Shahana became a good teacher because
   a. she did a lot for students
   b. she was very strict
   c. she was powerful
   d. she earned a lot of money

Answers:

1. b 2.d 3. d 4.c 5.a 6.a 7. b 8.c 9.d 10.a

2. Read the following text and answer the questions.

Helen Keller was a great humanitarian. She cared deeply for the sick, injured and disabled people. The disabled people have a physical or mental problem that limits their activities or senses. Helen devoted her life to help them.

Helen was born in 1880 in Alabama, USA. Her parents were Captain Arthur Keller and Katherine Adams Keller. Her family was not rich. Their main source of income was cotton plantation.

Helen was born healthy, but in 1882 she became deaf, dumb and blind after a high fever. Her father heard about Perkins School for the Blind in Boston and contacted the Director there. In 1887 the Director sent one of his best students, Anne Sullivan, to help Helen. Anne worked hard to enable her to communicate.

In 1890 Helen's formal education started at Horace Mann School for the deaf in Boston. In 1892 she went to Wright Humason School for the deaf in New York. Helen improved her communication skills and studied regular academic subjects. She then decided to go to college, and attended Cambridge School for Young Ladies in 1896. Later she studied at Radcliffe College. Here she learnt Braille, which was a new technique for reading. She also learnt how to type. Anne Sullivan was always with Helen. She sat with Helen in class and helped her by interpreting lectures and texts. In 1904 Helen received her BA degree with honours from Radcliffe College.

Now write answers to the following questions. **2X5=10**

1. List the important persons in Helen's life. **(recalling/remembering)**

2. Who did Helen help during her life? **(understanding)**

3. What was the occupation of the Kellers family? **(remembering)**

4. How did Helen lose her eyesight as well as speech? **(understanding)**

5. Do you agree that Annie Sullivan gave Helen a new life? Why/why not? **(analysing)**

*** A question setter does not need to write the category of question in parenthesis as written above. This is just to make the points clear to question setters.**

Probable Answers

1. Captain Arthur Keller, Katherine Admas Keller, the dirctor, Annie Sullivan (Only the names are enough as this is a list. However, if any student writes the names in complete sentence, s/he cannot be penalized or given extra credit.)

2. During her life Helen helped the disabled people. / Helen helped the people who could not use a part of their body.

3. Their occupation was cotton plantation. / The occupation of the Kellers was cotton plantation

4. When Helen was two years old, she had a fever that made her blind, deaf, and dumb. / When Helen was two years old, she had a fever. Gradually she lost her eyesight as well as speech.

5. Helen lost her eyesight as well as speech only at the age of two. At one stage her father contacted Perkins School for the Blind in Boston. They sent Annie Sullivan for Helen's help. Annie taught Helen how to communicate with others without using speech. Therefore, definitely Annie gave Helen a new life.

3. Read the text and answer the following questions.

Kazi Nazrul Islam is the national poet of Bangladesh. He was born on May 24, 1899 at Churulia village in the Burdwan district of West Bengal. His father was Kazi Faqeer Ahmed and mother was Zahida Khatun. His father died when he was only 9 years old. He went through hardship from his childhood. He is known as a 'rebel poet' that stands for 'Bidrohi Kobi' in Bangla. He wrote many poems, novels, songs, short stories, plays, essays, etc. His major works are *Notuner Gaan*, *Bidrohi*, *Dhumketu*, *Agniveena*, *Bandhan Hara* etc. but he is most famous for his poem 'Bidrohi'. In 1945, Nazrul was awarded the *Jagattarini Gold Medal* by the University of Calcutta. After fifteen years he

was awarded the *Padma Bhushan* title by the Government of India. In 1972, the Government of Bangladesh brought him and his family to Dhaka. He was also awarded the *Ekushey Padak* by the Government of Bangladesh in February, 1976. After six months he died.

A. Complete the following table with the information given in the passage.
1x5=5

Kazi Nazrul Islam	
His father died in	a)---------------------
He had a life of struggle from	b)--------------------
His most popular work is	c) ---------------------
He was awarded Padma Bhushan in	d)--------------------
He died in	e) -------------------

Answer:

a) 1908
b) his childhood
c) Bidrohi
d) 1960
e) August, 1976

B. Read the text and answer the following questions.

Rabindranath Tagore was a great Indian poet. He was born on 7th of May in 1861 at Jorasanka, Kolkata. His father was Maharsi Debendranath Tagore and mother was Sarada Devi. He took his early education at home, not from any school. In 1878, he went to England for his formal schooling. However, he did not complete it. He returned to India and opened his own school named Santiniketan in Bolpur. This school later became a university. He wrote

thousands of poems, songs, plays, short stories, essays and articles. His major works are *Manasi, Sonar Tori, Gitanjali, Balaka, Gora, Ghare Baire, Shesher Kobita* etc. He is known as *Bishwa Kobi*. He earned the Nobel Prize in literature in 1913. One of his songs, "Amar Sonar Bangla", is the national anthem of Bangladesh. The national anthem of India was also composed by him.

Now read the following statements. Write (T) in your answer script if the statement is true. Write (F) if the statement is false. If false, write the correct answer. You do not need to copy the statement in your script. Only the corresponding number of the statement will do. 1X5=5

i) Rabindranath Tagore went to London at the age of seventeen.
ii) He had his early education from a local school.
iii) Rabindranath Tagore took higher education from England.
iv) From the beginning Santiniketan is a university.
v) Gitanjali is one of his great works.

Answer:

i) T
ii) F. Correct Answer: He had his early education at home.
iii) F. Correct Answer: Rabindranath Tagore did not complete his higher education.
iv) F. Correct Answer: At the beginning Santiniketan was a school.
v) T

4. Read the text below and complete it with suitable words given in the box. 0.5x10=5

enter	buy	a	experience	of
different	from	to	how	was

Roufun , a girl of class seven, went to a book fair in her town. This was her first book fair (a) ____________ though she had heard about it (b) __________ her friends and relatives. When she (c)____________ the fair, she was so amazed (d) ___________ see the colourful book stalls and (e)_________ types of people. They all were (f)_________ varied age, status, culture, and look. (g) ___________ salesperson smiled at Roufun and asked (h) __________ he could help her when she (i) __________ crossing a stall. Roufun wanted to (j) _____________ a book of Jafar Iqbal and she had it. She smelled the pages of the book again and again.

Answer

a) experience
b) from
c) entered
d) to
e) different
f) of
g) A
h) how
i) was
j) buy

5. Match the texts given in column 'A' and column 'B' to write five complete sentences. 1x5=5

A	B
i) Everyone has to	help you learn these values.
ii) Playing sports can	know the value of hard work, commitment and determination in achieving success.
iii) Sports can also	realise the need of these qualities to make their dreams true.
iv) You too can	teach you so much about yourself and the world around you.
v) All successful athletes and players could	modify your personality and habits positively by sports.

2025

Answers:

i) Everyone has to know the value of hard work, commitment and determination in achieving success.

ii) Playing sports can help you learn these values.

iii) Sports can also teach you so much about yourself and the world around you.

iv) You are able to modify your personality and habits positively by sports.

v) All successful athletes and players could realise the need of these qualities to make their dreams true.

6. Rearrange the following sentences in correct order in your answer script. You do not need to reproduce the sentences in your script. Only the corresponding numbers of the sentences need to be written. 0.5x10=5

a) Makeshift refugee camps in Cox's Bazar take in a large population of the Rohingya.

b) Other illnesses similar to malnutrition have also been an unfavourable condition.

c) In order to avoid torture, they often flee to Bangladesh as refugees.

d) As a result, many have been suffering from malnutrition.

e) The Rohingya are a minority group of people living in Myanmar.

f) They are also tortured.

g) However, a shortage of supplies, food and water has been sweeping these camps.

h) Ultimately, the Rohingya face cruel conditions wherever they go.

i) They are Muslims and face a great deal of discrimination.

j) Due to little access to medical care, even these common diseases cause fatality.

Answer: e+ i+ f+ c+ a+ g+ d+ b+ j+ h

Section B: Writing (Total Marks: 40)

7. Read the opening of a story below and complete it in 10 sentences. 10

Two men were traveling together. Suddenly, they came across a bear. One of them quickly climbed up a tree and concealed himself in the branches. The other man did not know how to climb a tree. He realized he would be attacked. So, he fell flat on the ground……

Suggested answer: He knew a bear never touches a dead animal. The bear came up to him. It felt him with its snout and smelt him all over. All this time, the man held his breath. He pretended to be dead. The bear was convinced that he was dead and walked away. When it was gone far away, the other man came down from the tree. He jokingly asked the lying man, "What did your friend whisper in your ears?" "He gave me a good advice," the man replied. "He advised me never to travel with a friend who leaves me at the approach of danger."

8. Write an e-mail on how you celebrated the last Victory Day in your school. 10

Suggested answer:

To : Sumaiya@gmail.com

Subject : Celebration of Victory Day

Dear Sumaiya

I'm delighted to receive your email. You wanted to know about the celebration of the last Victory Day in our school. Now I'm giving a short description of that ceremony.

You know Victory Day is a red letter day in our history. So every year we celebrate the day with great honour. On the last 16 December we all came to the school at 9 a.m. The school was decorated nicely with balloons, festoons and placards. Students arranged a cultural programme and they also took part in some competitions. The programme started at 10 a.m. with the national anthem. Then we enjoyed the main programme. After the cultural program our Head Teacher distributed prizes among the winners. At last she delivered her valuable speech and thanked all. The programme ended at 2 p.m. We all enjoyed the day very much.

No more today, hope to hear from you soon.

Your friend
Rimita

9. Sayed is visiting different places of Sylhet with his uncle. He is talking with Shamim about the visit over telephone. Now, write a dialogue between Sayed and Shamim. 10

Suggested Answer:

Sayed : Hello!

Shamim : Hello, Shamim here.

Sayed : Hi Shamim! Did you call me yesterday?

Shamim : Yes, I did. But you didn't answer back. Are you alright?

Sayed : Yes, I'm fine, Shamim. I'm sorry that I couldn't receive your call. In fact, I'm in Sylhet now.

Shamim : Wow! How did you go there and with whom?

Sayed : Well, I came here by train and with my uncle. Yesterday I went to a tea garden. I was so happy that I was hopping like a kangaroo. You know, it was my first visit to a garden in Sylhet.

Shamim : How exciting! I wish I could go there with you. What other places have you visited so far?

Sayed : Well, I've already visited Lawachhara forest. You know it's a safe place for wild animals like elephants, monkeys, deer, wild hens, ducks, birds etc.

Shamim : How exciting your life is! I'm not as lucky as you are. Please tell me everything when you come back.

Sayed : Sure. See you very soon.

Shamim : See you. Bye now.

10. Answer the following questions into a continuous paragraph on "Friendship": 10

What is friendship?

How is friendship developed?

What are the qualities of good friends?

What are the benefits of friendship?

Why should we be careful about choosing friends?

Suggested Answer:

Men/women of similar dispositions are naturally attracted towards each other. In course of time, intimacy grows between them. They begin to trust each

other. This is called friendship. Friendship, generally, grows between people of the same age and dispositions. They have similar passions, emotions and sentiments. A friend can be a companion, workmate, class-mate or any person with whom our feelings of affection are attached. Good friends are trustworthy, loyal and honest. They easily forgive us for our mistakes. They do not hesitate to give us valuable suggestions for our benefits. They share their moments of joy with us. At the same time, they freely ask us for help when in need. Most importantly, good friends value our presence in their life. People pass their days cheerfully in the company of friends. Our pleasure grows greater when we share good news with our friends. In distress, friends help one another. They also act as our honest guides or mentors. When we are confused, we can always approach our friend to discuss our confidential matter and seek his opinion. But there are some people who are friends of good time only. They are attracted by power or money and they leave us in our odd times. We need to be careful in choosing friends and we should stick to those who are friends in need. Thus, true friendship is a solace and a boon. Those men are fortunate indeed who have got really true and sincere friends.

THE END

2025 Academic Year

Dakhil Seven–English For Today

There is no gain without pain.